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ABSTRACT

An intersegmental task force of the California Postsecondary Education Commission developed a plan and set of recommendations for enhancing the participation and success in postsecondary education of California students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. Relevant segments of the State's educational community must inform the Commission of their progress in implementing the recommendations and the Commission must report this progress to the Legislature. The segments are the following: (1) the California State Department of Education; (2) California Community Colleges; (3) the California State University; (4) the University of California; and (5) the Association of Independent California Colleges and Universities. Their reports are included. The Commission's report to the Legislature, based on those reports, is presented in the following five parts: (1) background information about the report; (2) a statewide profile of implementation of the recommendations; (3) a report on the extent to which the goals are being achieved in terms of college eligibility, attendance, transfer, and graduation; (4) a summary of the "state of the State" with respect to achieving the goals adopted by the Commission in 1988; and (5) a discussion of the findings in terms of probable factors that influence the rate of progress in achieving educational equity. Also included are a list of nine references, the text of Assembly Bill 101 (1987), and 11 illustrative charts. (Author/VM)

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Executive Summary

In 1984, the California Legislature enacted Assembly Concurrent Resolution 83 (Chacon), which directed the Commission to convene an intersegmental task force to develop a plan and set of recommendations to achieve three goals for enhancing the participation and success in postsecondary education of California students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. The Commission published the report of that task force, *Expanding Educational Equity in California's Schools and Colleges*, in March 1986.

In 1987, Assemblyman Chacon authored Assembly Bill 101, which required California's educational segments to report to the Commission on their progress in implementing the recommendations of the task force. It also required the Commission to comment on these reports to the Legislature. This document responds to that charge. As such, it represents the first in a series of reports on progress in achieving the goals of ACR 83.

The Commission's report on pages 1-51 of the document contains five parts: Part One presents background information on the report. Part Two offers a statewide profile with respect to the segments' implementation of the recommendations in the task force plan. Part Three describes the extent to which the goals of ACR 83 are being achieved in terms of college eligibility, attendance, transfer, and graduation as well as changes in those rates from 1984 to 1987. Part Four summarizes the "state of the State" with respect to achieving the goals adopted by the Commission at its December 1988 meeting as part of its policy declaration on educational equity. And Part Five discusses the findings of the report in terms of probable factors that influence the rate of progress in achieving educational equity. Based on these findings and the report of the Commission's Special Committee on Educational Equity, it offers seven recommendations to State policy makers for achieving educational equity and the ACR 83 goals.

Following the Commission report, the segmental reports are arranged as follows:

- California State Department of Education;
- California Community Colleges;
- The California State University;
- University of California; and
- Association of Independent California Colleges and Universities.

The Commission adopted the report at its meeting on January 23, 1989, on recommendation of its Policy Evaluation Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031. Questions about the substance of the report may be directed to Penny Edgert of the Commission staff at (916) 322-8028.

TOWARD EDUCATIONAL EQUITY: PROGRESS IN IMPLEMENTING THE GOALS OF ASSEMBLY CONCURRENT RESOLUTION 83 OF 1984

A Report to the Legislature
in Response to Assembly Bill 101
(Chapter 574, Statutes of 1987)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 89-3
PUBLISHED JANUARY 1989

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1 *Background to the Report*

IN 1984, the California Legislature enacted Assembly Concurrent Resolution 83 (Chacon), which established three specific goals for enhancing the participation and success in postsecondary education of California students from economic, racial, and ethnic backgrounds historically underrepresented in higher education:

> by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally . . . .
>
> by 1990, the income and ethnic composition of students completing vocational and technical programs or transferring from community colleges into four-year institutions is at least equal to the income and ethnic composition of students enrolling in community college; and
>
> . . . .
>
> by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990.

ACR 83 directed the California Postsecondary Education Commission to convene a task force composed of representatives from California's public schools and its postsecondary educational systems to develop collectively a plan and set of recommendations to achieve these goals.

In response, the Commission created two task forces:

- An Intersegmental Policy Task Force consisting of representatives appointed by the various statewide offices that in March 1986 produced a policy oriented report, *Expanding Educational Equity in California's Schools and Colleges;* and
- A Technical Task Force composed of individuals from the public schools and campus-based educational equity programs that produced a technical supplement to the policy report, *Background for Expanding Educational Equity*

The task forces sought to ensure that their reports accurately identified the issues requiring examination and included a schedule for reporting on progress in developing plans and implementing actions to achieve the goals of ACR 83.

The Policy Task Force agreed on the following sequence of reports (pp. 19-20):

> By December 31, 1986, the California Postsecondary Education Commission should review all existing and planned State-funded programs of postsecondary outreach and access to determine how they can best serve the goals of Assembly Concurrent Resolution 83. . . .
>
> By June 30, 1987, the segments through their respective leaders should report their revised or new plans to the . . . Commission, [which] should then comment on these plans to the Governor, Legislature, and the segments as soon as possible thereafter, but no later than by December 31, 1987.
>
> In 1989, again in 1991, and periodically thereafter as needed, the Commission should report on the progress already made and likely to be made in meeting the goals of this report and of Assembly Concurrent Resolution 83.

To date, the Commission has responded to the responsibilities given it by the Task Force by:

- Reviewing existing and planned programs in a report prepared in January 1987 by Juan Gonzales and Sylvia Hurtado of the Higher Education Research Institute of UCLA under contract to the Commission, and published by the Commission in February.
- Reviewing at its February meeting *Comments on Educational Equity Plans of the Segments* -- a staff document summarizing reports from the statewide offices of most of the systems that described

their progress in developing plans to implement the task force recommendations.

Origins of the present report

In 1987, Assemblyman Chacon authored Assembly Bill 101 (Chapter 574, Statutes of 1987, reproduced in Appendix A), mandating a report to the Commission from each system on its progress in implementing the recommendations from the task force. The segments were to submit these reports to the Commission by June 30, 1988, and the Commission was required to send its comments on them to the Legislature within 60 days.

The present report responds to this legislative directive. As such, it represents the first in a series of Commission reports on progress in achieving the goals of ACR 83. Although the Commission was supposed to transmit it within 60 days of receiving the reports from the systems, Assemblyman Chacon agreed to extend the deadline until January 1, 1989, in order to assure its accuracy and completeness.

All four systems of public education submitted their reports to the Commission in a timely fashion. In addition, the Association of Independent California Colleges and Universities submitted a report in response to AB 101 and to the staff's recommendation in *Comments on Educational Equity Plans of the Segments* that it describe the progress of its member institutions in meeting the goals of ACR 83. Consistent with the staff's other recommendations in that document, the reports from the systems may be characterized generally in the following manner:

1. Their content and format are more consistent than in the past and are congruent with the specifications suggested by Commission staff and agreed to by systemwide office representatives.
2. The level of detail varied, and this variation is reflected in the descriptions in this document, but there was sufficient consistency among them to develop a picture of statewide progress in implementing the task force recommendations
3. Several of the reports contained both narrative and analytical information, which together with other information available to the Commission, permitted it to assess the extent of progress in meeting the goals of ACR 83.

Organization of the rest of the report

Part Two of the report includes a statewide profile with respect to implementation of the recommendations in the task force plan on the basis of the reports submitted by the systemwide offices. This section of the document responds specifically to AB 101.

Part Three presents a summary of the extent to which the goals of ACR 83 are being achieved in terms of college eligibility, attendance, transfer, and graduation as well as changes in those rates from 1984 to 1987. That section responds specifically to Recommendation 7.3 of the Intersegmental Policy Task Force that in 1989 the Commission "should report on the progress already made and likely to be made" in meeting those goals.

Part Four includes the Commission's analysis of "the state of the State" with respect to educational equity, while Part Five consists of its recommendations for future actions by the State and its educational systems to achieve educational equity.

Finally, Appendices B through F contain the reports from the State Department of Education, the California Community Colleges, the California State University, the University of California, and the Association of Independent California Colleges and Universities, respectively, that form the basis of the Commission's analysis.

2 Progress in Implementing the Task Force Recommendations

IN *Expanding Educational Equity in California's Schools and Colleges*, the Intersegmental Policy Task Force developed 31 recommendations, clustered into seven major categories, that the State's educational systems, the Western Association of Schools and Colleges (WASC), and the Postsecondary Education Commission were to implement in achieving educational equity. These recommendations and the implementing agents are presented in the list on the next two pages.

AB 101 directed each system to report on the following aspects of their progress in implementing each of these recommendations:

1. The extent to which the reporting segment of public education has implemented each of the task force recommendations appropriate to it. Discussion of recommendations intended to be implemented in the future shall, for each recommendation, include a plan, timeline, and budget for implementation.

2. Impediments to implementation of any recommendation appropriate to the reporting segment of public education and either a plan, timeline, and budget for overcoming the impediments or a rationale for the lack thereof.

3. Identification of any recommendation appropriate to the reporting segment of public education which it intends not to implement, irrespective of impediments or absence thereof, and the rationale for the decision.

4. New legislation which the reporting segment of public education believes necessary to implement any of the recommendations appropriate to it.

In addition, the Commission requested that the systems provide information on the *impact* of their actions.

From the individual reports from the systems that are reproduced in Appendices B through F, the Commission has summarized progress on each of the first six major action recommendations in Displays 1 through 6 on pages 7-18. (Not included is a summary of actions regarding the seventh recommendation, which directed the systems and the Commission to prepare the series of progress reports discussed in the previous section, since these reports are being completed on schedule.) Each display describes actions initiated since 1984 by the systems and indicates the impact of these actions. Accompanying these displays are comments on the extent of progress in implementing the recommendations on a statewide basis as well as a discussion of impediments identified by the systems in implementing them.

Clarifying school and college responsibilities (Recommendation 1)

Display 1 on page 6 presents information on the actions initiated by the systems to clarify their respective responsibilities for achieving the goals of ACR 83.

Commission comments

This recommendation addresses the issue of the development and maintenance of relationships among and between the systems as well as determination of effective strategies to interact across internal and external institutional boundaries. Over the past three years, the establishment of the Intersegmental Coordinating Council, discussed in a later section of this report, has facilitated communication on educational issues that traverse systems. Further, the creation of the Intersegmental Budget Task Force has resulted in some progress in articulating priorities to the Governor and Legislature, although inadequate

Summary of Recommendations of the Intersegmental Policy Task Force on ACR 83

		Implementing Agent					
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissioner of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
1.	**Clarifying school and college responsibilities**							
1.1	Clarifying the responsibilities of the schools	x						
1.2	Clarifying college and university responsibilities		x	x	x	x		
1.3	Clarifying college and university counseling, coordination, and cooperation responsibilities		x	x	x	x		
2.	**Assuring improvement in the public schools**	x	x	x	x	x		
2.1	Providing information for elementary school students and their parents	x						
2.2	Reviewing junior high schools	x						
2.3	Assessing eighth-grade students' basic academic skills	x						
2.4	Assuring high school counseling, advising, and diagnostic testing	x						
2.5	Inaugurating school-college partnerships for school improvement	x						
2.6	Assuring a full range of advanced classes in high school	x						
3.	**Increasing higher education's services to the schools**		x	x	x	x		
3.1	Participating in school-college partnerships		x	x	x	x		
3.2	Reassessing outreach and other school services		x	x	x	x		
3.3	Including multi-cultural emphasis in teacher education		x	x		x		
3.4	Recruiting outstanding low-income and minority students into the teaching profession		x	x		x		
3.5	Offering in-service programs for school teachers and administrators		x	x	x	x		
3.6	Undertaking action research on school problems		x	x		x		

Source: Intersegmental Policy Task Force, 1986, pp. 23-24.

in "Expanding Educational Equity in California's Schools and Colleges"

		Implementing Agent						
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissions of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
4.	**Expanding higher education's services to underrepresented students**	x	x	x	x	x		
4.1	Getting outreach and admissions staff to view potential students as potential graduates		x	x	x	x		
4.2	Expanding summer bridge and orientation programs		x	x	x	x		
4.3	Increasing faculty participation in tutorial programs		x	x	x	x		
4.4	Assuring University and State University faculty assistance to community college faculty		x	x				
4.5	Providing adequate academic and career advising		x	x	x	x		
4.6	Assuring community college assistance to potential transfer EOPS students				x			
4.7	Expanding evaluation of special support programs		x	x	x	x		
5.	**Improving educational information**							x
5.1	Refining the Department of Education's data system	x						
5.2	Issuing community college student performance reports				x			
5.3	Improving public university student performance reports		x	x				
6.	**Involving accreditation**							
6.1	Emphasizing student competence in accreditation						x	
6.2	Assuring higher education participation in school visits		x	x	x	x		
6.3	Examining the effectiveness of the transfer function						x	
7.	**Assessing equity efforts**							x
7.1	Reviewing of outreach and access programs by the California Postsecondary Education Commission							x
7.2	Segmental reviewing of academic and student support plans and programs by the segments		x	x	x	x		x
7.3	Periodic reassessing of progress on equity by the California Postsecondary Education Commission							x

DISPLAY 1 Clarifying School and College Responsibilities (Recommendation 1)

Description of Action	Impact of Action
State Department of Education	
The Department has urged institutional responses at all levels of the system rather than relying on special, or categorical, programs to improve the educational experiences of all students. The cornerstone of this institutional approach is a solid core curriculum for students.	The development of a statewide advisory committee to design a strategic plan to improve the college-going rates of poor, American Indian, Black, and Hispanic students.
California Community Colleges	
In 1986 and 1987, Board adopted policy on: recruiting and retaining students from underrepresented backgrounds; matriculation; basic skills instruction; assessment.	The Board and the Statutory Advisory Committee to the Extended Opportunity Programs and Services (EOPS) sponsored symposium on recruitment and retention of these students.
Redefined the goals and objectives of EOPS to include outreach services to students who are affected by language, social, and economic disadvantages.	Too new for impact, although the majority of colleges perform some form of outreach and recruitment.
Developed procedures for secondary school articulation that would provide information to prepare students for success in the Community Colleges	Increased number of articulation agreements.
The California State University	
Educational Equity report presented comprehensive systemwide policy on educational equity, including outreach.	The campuses were coordinating their outreach services to schools in a more effective and efficient manner.
Established educational equity as a total institutional responsibility, including programmatic and fiscal integration of all outreach activities (CORE SAA, EOP, and Office of Relations with Schools)	All campuses were implementing plans, although in different forms and schedules, that focused campus attention and resources on outreach to achieve educational equity.
University of California	
Expansion of the Early Academic Outreach Program to additional schools in different geographic areas.	10,000 more students served in 1986-87 than 1985-86, bringing the number to 45,000 in 610 schools.
Developing partnerships, particularly in schools with students from underrepresented backgrounds.	Expansion and strengthening of partnerships among all University campuses and their local districts.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

resources have prevented these priorities from being supported in many cases.

The public schools have designed their response to this recommendation around the centrality of a core curriculum for all students, as described in the Model Graduation Requirements and Model Curriculum Standards adopted by the State Board of Education in 1983 and 1985, respectively. On the other hand, the postsecondary systems have conceptualized their responses in terms of specific actions directed at poor, American Indian, Black, and His-

panic students. The development of policy statements and new EOPS regulations by the community colleges, the actions by the State University to implement the Educational Equity Plan, and the expansion of the Early Outreach Academic Preparation Program of the University to additional schools and students in previously served schools are examples of actions specific to the population of students from historically underrepresented backgrounds. These differences in approach will need to be examined to determine the extent to which each is effective, as measured by progress in achieving the goals of ACR 83.

Clearly, an insufficient amount of time has elapsed to assess the effectiveness of these approaches. However, the policy and organizational changes described in the reports from the systems appear appropriate to indicate progress in clarifying the respective individual and joint responsibilities of the systems to foster educationally equitable outcomes.

Impediments to implementation

Both the community colleges and the State University indicate two existing impediments to full implementation of this recommendation to clarify the respective responsibilities of systems in achieving the goals in ACR 83:

1. Additional time required to implement fully their various plans.
2. Insufficient resources to implement fully the programs that articulate with secondary schools, including College Readiness and Community College articulation with schools.

Assuring improvement in the public schools (Recommendation 2)

Display 2 on page 8 provides a picture of the actions initiated by the State Department of Education and the public schools to improve the preparation for college of students from historically underrepresented backgrounds.

Commission comments

The public schools have responded to this recommendation in several ways. The cornerstone of their response has been the establishment and implementation of a core curriculum to which all students are exposed. The adoption of the Model Graduation Requirements and Curriculum Standards by the State Board of Education is the exemplification of the educational philosophy that all students should graduate from high school with the knowledge and skills necessary to enter college or the workplace. The full implementation of this philosophy first affected the high school graduating class of 1987.

Since 1983, when the omnibus educational reform legislation was passed (SB 813), statewide improvement has been evident on various measures of performance, including Assessment Program Test scores, Scholastic Aptitude Test scores, and advanced college preparatory course enrollments statewide. However, the discrepancy in performance of American Indian, Black, and Hispanic students, as contrasted with other students, remains large and problematic:

- While schools attended primarily by Black and Hispanic youngsters exhibited the greatest gains from 1983-84 to the 1986-87 school year, the mean scores at these schools on the California Assessment Program test are substantially below those at schools with predominantly Caucasian or Asian populations.
- The percentage of American Indian, Black, and Hispanic students taking college admissions tests has risen from 1983-84 to the 1987-88 school year, but there remains a large gap between the proportion of these students and Asian and Caucasian youngsters who took the test.
- Although the proportion of American Indian, Black, and Hispanic students taking advanced level courses increased during the last two years, enrollment of Asian and Caucasian high school juniors and seniors in these courses remains significantly higher, often by a factor of two to one. This measure of performance is especially problematic because the differences in course enrollment patterns between racial-ethnic groups is, by far, the major reason for differential eligibility rates among student groups, as documented in the recent Commission study on the eligibility of the 1986 high school graduating class. In 1986, almost 91 percent of the Black and 88 percent of the Hispanic seniors in the State were ineligible

DISPLAY 2 Assuring Improvement in the Public Schools (Recommendation 2)

Description of Action	Impact of Action
State Department of Education (SDE)	
Established a core curriculum with model graduation requirements and curriculum standards.	Increases in California Assessment Program Test scores from 1984-85 to 1986-87 in reading and mathematics at Grades 3, 6, 8, and 12.
Established practices and programs to enhance the number of students who participate in the college admissions test program.	Seventeen percent more students took the SAT in 1987-88 than in 1983-84, with increases reported in all ethnic categories. Scores on the test rose during the same time period: Verbal from 421 to 424, and Math from 476 to 482.
Established practices to increase participation in advanced college preparatory courses	Increased enrollments in advanced math, physics, and chemistry by students in all ethnic categories.
Increased attention on providing information to elementary students and their parents about college as a realistic option through UC/SDE Joint Committee on Parent Involvement that initiated the following activities:	
Pilot parent hotline in San Diego;	Good utilization by parents.
Development of parent brochure;	56,000 copies; 25,000 in Spanish.
Conferences for parents of students from underrepresented backgrounds; and	3,000 parents attended.
Incorporation of parent involvement in teacher preparation programs.	Too new for impact information.
Completed a review of middle/junior high schools	Established a Department administrative unit to implement recommendations.
Development and implementation of the College Readiness Program (with CSU).	21 schools currently participating. (See Display 3 for results.)
Pilot programs to develop regional cooperation across educational systems in San Diego and Long Beach that will establish specific goals for students from underrepresented backgrounds in terms of college-going rates.	Too new for impact information.
Development of the California Compact -- a cooperative effort between the private sector and public schools to ensure that any student upon high school graduation will be hired if specific standards are met.	Too new for impact information.
Involvement in categorical programs including University and College Opportunities (UCO), Cal-SOAP, CAPP, MESA.	Discussed in a later section of this report.
Development and implementation of the Tanner Bill (AB 2321) project to prepare students from underrepresented backgrounds for college in general and to take admissions tests specifically.	Participation of nine school districts. Evaluation indicates: Increase in students taking A-F; Majority of seniors eligible for CSU; and Increase in seniors taking tests.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

for the University because they had not completed the "A-F" course pattern. Correspondingly, figures for the State University in 1986 were 31 percent and 44 percent for Black and Hispanic students, respectively. Further, as the new admissions requirements for the State University are phased in, this gap in preparation, if not eliminated, will continue to thwart all efforts at increasing the number of students from underrepresented backgrounds who enter college.

In summary, implementation of the reforms appears to be affecting positively the academic performance of students in general. However, results indicate that the achievement gap between American Indians, Black and Hispanic students and their Asian and Caucasian classmates persists.

Recognizing this fact, the State Department initiated several programs to address specifically the educational achievement of students from backgrounds historically underrepresented in postsecondary education. The involvement of the State Department with the issue of parental education is particularly encouraging, with emphasis particularly on American Indian, Black, and Hispanic parents. Further, the initial first-year evaluation of the College Readiness Program and the Tanner Project in serving individual students as well as their potential as statewide models suggests the necessity to follow these programs over time. The initiation by the State Department of regional partnerships built upon proven intersegmental models indicates a receptivity to cooperate with other educational systems in implementing this recommendation. Further, creation of the California Compact, a program with the private sector in this State to encourage its involvement in educating California's youth, is significant and bears watching as it develops.

Impediments to implementation

The State Department indicates that additional resources will be required to initiate or continue actions that relate to implementing this recommendation.

Increasing higher education's services to the schools (Recommendation 3)

Display 3 on the next two pages summarizes the actions initiated by the postsecondary systems to enhance their involvement with the schools in preparing and motivating students for college, with particular emphasis on American Indian, Black, Hispanic, and low-income youngsters.

Commission comments

In addition to the development of a wide variety of new and expanded programs that focus on American Indian, Black, Hispanic, and poor students, the postsecondary systems are reassessing their present activities and organizational structures to enhance the effectiveness of their delivery of services to schools. Information provided on the impact resulting, in large measure, from this reassessment evidences clear movement in the direction of greater efficiency -- critical in a constricted budgetary environment -- and effectiveness. In this regard, there has been growth in the number and percentage of students from underrepresented backgrounds enrolling in the senior institutions since the passage of ACR 83, as indicated on Display 3. Further analysis of the impact of the systems' actions will be discussed in the third section of this report.

Of particular significance are the actions pursued by the State University and University to recruit and retain students from underrepresented backgrounds in teaching programs. In addition, teacher candidates are increasingly exposed to a curriculum that infuses knowledge of many cultures in its content. Concomitantly, all candidates are participating in student teaching experiences in multicultural settings, particularly at the State University through its involvement in the College Readiness and Services to High Schools programs in which interns are jointly trained by secondary and postsecondary faculty prior to their work in the schools. Clearly, progress in enhancing the educational experiences of elementary and secondary school students from underrepresented backgrounds is critical if the goals in ACR 83 are to be achieved. The competence and commitment of teachers to educate these children will depend, in large measure, on the quality and cultural sensitivity of their teaching and in-service programs. Therefore, the variety and ex-

DISPLAY 3 Increasing Higher Education's Services to the Schools (Recommendation 3)

Description of Action	Impact of Action
California Community Colleges	
Assessed high school articulation practices, resulting in recommendations to improve these practices.	Board adopted recommendations to develop high school brochure and coordinated strategies to improve articulation. Staff participated in two conferences.
Developed and implemented "2+2" programs in vocational education.	34 colleges have at least one "2+2" program with schools.
Developed budgetary request for "Middle College" for high-risk youth.	Two Middle Colleges to start this fall.
Assessed financial aid delivery system and analyzed student needs.	Developed an augmentation request that was denied by the Governor.
Developed resource guide on strategies for teaching community college students.	Guide distributed at "Language Minorities Conference."
Assisted school personnel to improve curriculum and secondary school environment.	50 colleges had expanded inservice as part of articulation; 96 colleges conducted meetings with secondary school staff.
The California State University	
Established new school-college partnerships with specific goals:	
College Readiness Program (with the State Department of Education) -- improved middle school performance.	21 schools in initial program. First -year results indicate: • 65.8% recommended for college preparatory math; • 75.1% recommended for college preparatory English; and • CRP students enrolling in these courses in greater proportion than eighth grade students statewide.
Step To College -- improved college participation by reducing fees.	900 students participated in 1987.
Special Services to High Schools -- improved information dissemination.	Informational outreach to 203 high schools and 55,000 students.
Reassessed and coordinated delivery of outreach and financial aid services to schools.	Increased enrollment since 1984: • Black: 14% freshmen;5% transfer • Hispanic: 40% freshmen;6% transfer
Utilized various media to communicate with secondary school and community college students, including videos, direct mail, community conferences.	Distributed 50,000 posters. Expanded financial aid outreach and received 1,440 more applications. Wide exposure of the video. Produced pamphlets for Spanish-speaking parents.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

DISPLAY 3 (continued)

Description of Action	Impact of Action
Assessed teacher preparation curriculum to incorporate multi-cultural content, including early field placements and research efforts.	Revised multiple subject credential to include knowledge of other than Western culture; 7,000 student teachers placed in multi-cultural setting; 200 faculty members participated in multi-cultural curriculum development.
Developed New Opportunities in Teacher Education (NOTE) Program to recruit students from underrepresented backgrounds into teaching (with the State Department of Education).	Various strategies designed to encourage students from underrepresented backgrounds to prepare for teaching.
Developed New Teacher Retention in Inner City Schools Project (with the Department) to retain starting teachers.	90% retention rate of new teachers to a second year of full-time teaching.
Developed collaborative research program with Southern Service Resources of Far West Regional Laboratory.	25 participants at each level participated in a conference on effective teaching in a multi-cultural state.
Utilization of CBEDS information by region, district, and school to assist campuses to identify specific outreach goals.	Too new for impact information.
University of California	
Expansion of school-college partnerships by each of the nine campuses.	Greater impact on services to students and teachers through curricular enhancement and enrichment of teacher preparation programs.
Review and coordination of outreach activities to improve delivery of services to students.	23% increase in the number of freshman enrollees from underrepresented backgrounds since 1985.
Incorporation of multi-cultural curriculum in teacher preparation courses.	Integrating multi-cultural curriculum in teacher preparation programs: Seven campuses offer bilingual credential, and all credential candidates enrolled in at least one multi-cultural student teaching experience.
Expansion of outreach efforts to recruit students from underrepresented backgrounds into the teaching profession.	11% of the credential candidates are from underrepresented backgrounds; various efforts developed on individual campuses, including involvement with the State University.
Enhancement of cooperation between campuses and local school districts in an in-service capacity.	UC and CSU encouraged inclusion of teachers from underrepresented backgrounds in the California Mathematics and Writing Projects; joint projects developed with local schools.
Expansion of research-related activities on school issues.	Linguistics Minorities Project continued; Task Force on Black Student Eligibility initiated.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

pansiveness of the efforts by the major teacher training institutions appears to be a step in the direction of better preparation of teachers for the classrooms and students of the future. One would expect that the impact of these changes in teacher preparation programs will be evident in improved student performance, in general, and particularly with respect to American Indian, Black, and Hispanic students.

Hopefully, the plethora of partnerships identified on Display 3 that have been developed between postsecondary institutions and their local school districts will become the core of a long-term strategy for increasing the services of higher education to the schools. Although many of these collegial efforts are small and narrowly focused, they provide an opportunity to develop greater understanding and cooperative approaches to solving large and more intractable problems. The fostering of this collaborative spirit across putative educational boundaries may be the ultimate benefit of these partnerships. In this regard, Commission staff applaud the new effort of the community colleges to enhance their articulation efforts with their local school districts and encourage them to develop more fully their plans in that direction.

Impediments to implementation

In addition to budgetary constrains mentioned by the systems as impediments to increasing higher education's services to the schools, they discussed several other barriers to implementation of this recommendation, particularly with respect to teaching profession recruitment:

1. The salaries, status, and working conditions contribute to a negative perception of this profession that functions to dissuade talented undergraduates, particularly from underrepresented backgrounds, from choosing a teaching career.

2. Increasing dependence on loans to finance undergraduate and graduate programs functions as a disincentive to pursuing a career in teaching, particularly in view of the low starting salaries. This situation is especially problematic for students from low-income backgrounds.

3. Low passage rates of Black and Hispanic students on teacher competency examinations both reduces the number of credentialed teachers from these backgrounds and discourages other students with similar experiences from considering the teaching profession as a career.

With respect to other impediments to implementing this recommendation, the systems indicated that the following are barriers, also:

1. Continuous changes in federal regulations governing financial aid that creates chaos for high school students in their solicitation of resources to attend college.

2. Hesitancy on the part of some faculty to incorporate multi-cultural perspectives in the curriculum of teacher education programs.

Expanding higher education's services to underrepresented students (Recommendation 4)

Display 4 on pages 13-14 delineates the actions of the postsecondary systems to enhance the success in their institutions of students from underrepresented backgrounds.

Commission comments

The public postsecondary systems reported the initiation or continuation of a number of programs and activities designed to expand the services of higher education to students from underrepresented backgrounds:

1. Of particular significance is the development and initial implementation of matriculation services at the community colleges.

2. The progress of the systems in developing a general education transfer curriculum that will facilitate the movement into, and eventual graduation from, a baccalaureate-granting institution is a major step in actualizing the California Master Plan for Higher Education. Additionally, the continuation of pilot projects to facilitate the movement of students from EOPS to EOP at the State University exemplifies a commitment to the transfer function on both a programmatic and policy basis. Although this pilot program started

DISPLAY 4 Expanding Higher Education's Services to Underrepresented Students (Recommendation 4)

Description of Action	Impact of Action
California Community Colleges	
Expanded orientation services, particularly in the Transfer Center Program (discussed later in this report).	All freshmen will be required to attend orientation sessions as part of matriculation by 1989.
Identified exemplary summer bridge programs, through the Operational Program Review process, particularly for EOPS students that provide direct contact with students prior to the fall term.	More colleges are offering summer bridge or College Readiness programs through EOPS.
Enhanced faculty involvement in tutorial assistance efforts.	Faculty participated in tutorial activities on nearly all campuses.
Adopted General Education Transfer Curriculum developed by Intersegmental Senates that enables students to meet all lower division requirements for transfer.	Too new for impact information.
Implemented matriculation activities that will expand the counseling services in order to assist students to reach their educational goals.	Too new for impact information.
Enhanced articulation efforts on curricular issues and in the CAN and ASSIST Programs with the University and State University.	Established an unit in the Chancellor's Office to improve articulation between community colleges and four-year campuses.
Developed local transfer programs between EOPS and EOP that facilitates the transfer of eligible students from underrepresented backgrounds.	Greater cooperation, but no information on impact of this cooperation in terms of student performance.
Established a policy whereby UC and CSU provide admission application fee waivers to all EOPS students.	Because this policy is voluntary, no reporting of impact is available.
California State University	
Reconceptualized relationship between outreach and retention in terms of enrollment management with the intent of emphasizing the preparation of students for entry and success in college.	Through increased informational outreach, secondary schools are able to communicate academic expectations to students prior to college entry in order that they may better prepare to graduate from college.
Initiated Summer Bridge Programs on all campuses for 2,700 students, with an academic year component, the Intensive Learning Experience.	The first-year retention rates for Summer Bridge participants is 76.9% as compared to 77.2% for all freshmen, but the participants are over five times as likely to be "high risk"students.
Developed Faculty Mentoring Program to expand the involvement of professors in educational equity efforts and in direct contact with students.	Over 600 students and 160 faculty participated in these programs on eight campuses in 1987. Based on the success of this program, the Faculty/Student Mentoring Program will be established on other campuses in 1988.
Created Systemwide Task Force on Retention and Advising to enhance graduation rates.	Too new for impact information.

DISPLAY 4 (continued)

Description of Action	Impact of Action
Developed General Education Transfer Curriculum that, upon completion by a student, would fulfill all lower-division requirements in any public institution in the State.	In principle, all systems have adopted the curriculum with final approval scheduled for 1988-89.
Initiated a joint faculty conference with Community Colleges in order to strengthen curricular linkages.	Five projects resulted from this conference that span curricular areas
Established advisement as a campuswide responsibility involving faculty through various programs. In addition, EOP provided advisement services to 19,000 students systemwide.	Developed "Early Warning" systems on several campuses for students in academic difficulty; established a Retention Task Force to address the issue on a systemwide basis.
Developed joint pilot projects with Community Colleges to facilitate transfer of EOPS students.	Involved seven campuses and 49 Community Colleges; 149 students transferred to CSU in the first full year.
Incorporated evaluation within the design of Summer Bridge, Intensive Learning Experience, College Readiness, and Transfer Center programs	Through external evaluations, these programs will be assessed to determine their effectiveness in meeting objectives.
Developing a comprehensive information system on students admitted under special categories.	Too new for impact information.
Examined the factors that relate to the time students take to complete degrees.	Completed the report to the Commission for the "Time to Degree" study.
University of California	
The University has changed the name of its outreach program to reflect its commitment to prepare students for graduation, not simply admission.	34% of Early Academic Outreach Program participants are regularly admissible -- an indication of their academic preparation.
Expanded Summer Bridge Programs on all undergraduate campuses.	Too new for impact information.
Intensified faculty involvement in discipline-specific and general learning assistance programs.	Greater effort to raise academic achievement levels so that students are eligible for graduate training.
Cooperated in developing an intersegmental transfer core curriculum that has been approved by the University's Academic Council, with UC and CSU.	Too new for impact information.
In addition to its normal advisement services, the University developed specialized services for students from underrepresented backgrounds, including career fairs, discipline-specific workshops.	All campuses provided advisement, placement, and career-oriented services to students.
Established a University-wide Student Longitudinal Data Base for monitoring student flow in 1986.	Designed to examine differential rates of persistence among students from various backgrounds.
Examined the factors that relate to the time students take to complete degrees.	Completed the report to the Commision for the "Time to Degree" study.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

slowly due to problems of timing, it is now fully operational with increases in results expected in the 1988-89 admissions cycle. Despite these difficulties, a major benefit of this program is the establishment of relationships between the respective campus offices such that students from underrepresented backgrounds in the EOPS programs participating in this pilot effort intending to transfer to a State University likewise participating are automatically eligible for services through EOP.

3. The establishment of Summer Bridge and the intensification of orientation programs for freshmen by all systems are concrete manifestations of the notion that entering students should be viewed as, and assisted to be, graduates of the campuses.

4. Enhancement of faculty participation in providing direct services to students through tutorial and instructional assistance programs, (e.g., Minority Engineering Program, Professional Development Program, Intensive Learning Experience, and Faculty Mentoring Program), supports the premise that, at the center of postsecondary education, is the academic experience. Until faculty become invested in the progress of students from underrepresented backgrounds, special programs will continue to function as the beacon for these students -- a situation that, by virtue of resource constraints, will result in less progress than needed to meet the goals in ACR 83.

While the community colleges have progressed, to some extent, in their capacity to deliver services to students, the inadequacy of their resources is a major concern for the State. The implementation of this recommendation at the community college level involves the centrality of developing and conducting a full set of matriculation activities. In a period of constrained resources, full implementation may be delayed. Therefore, close monitoring on a statewide level of the quality, comprehensiveness, and impact of matriculation will be crucial in order to assess the extent to which, at the community college level, progress in expanding higher education's services to underrepresented students is a reality.

Impediments to implementation

In addition to resource constraints, the reports indicate several barriers to implementing this recommendation for expanding higher education's services to underrepresented students:

1. The current process by which faculty are reviewed and promoted is based primarily on publishing accomplishments. While many faculty have chosen to become involved with programs designed to achieve educational equity, there are few institutional rewards or incentives to encourage the participation of faculty in providing direct services to students.

2. The transfer process from community colleges to universities is often problematic because of the difficulty of identifying students interested in pursuing a baccalaureate degree in a timely and efficient manner. Improvement in the capacity of the community colleges to identify these students and to cooperate with the senior institutions in facilitating the transfer process would provide an opportunity for students to receive advice in sufficient time to plan more effectively.

3. With the advent of matriculation at the community colleges, greater coordination among student services offices will be necessary to provide efficient and effective services to students.

4. The lack of progress in developing the Management Information System in the Chancellor's Office of the California Community Colleges has inhibited its efforts to evaluate its programs, services, or student performance.

Improving educational information (Recommendation 5)

Display 5 on page 16 presents a picture of the steps initiated by the systems to encourage greater and more effective utilization of information that can enhance the preparation and success of students from underrepresented backgrounds.

DISPLAY 5 Improving Educational Information (Recommendation 5)

Description of Action	Impact of Action
State Department of Education	
Incorporation of information on retention rates by racial-ethnic categories in California Basic Education Data Systems (CBEDS) that provides a comprehensive statewide picture of student performance	Provided schools and postsecondary institutions with information on behavior of students by racial-ethnic categories that can focus attention on differential patterns of interaction between students and schools
Incorporation in the School Accountability Program of information on college admissions test performance, college-going rates, and advanced placement course enrollments by racial-ethnic categories, that is distributed to the schools and postsecondary institutions.	Provided each school a measurement of its progress in improving the college participation rates of students from underrepresented backgrounds.
California Community Colleges	
Examination of the feasibility of incorporating college performance results within the Management Information System (MIS) at the Chancellor's Office in order to report to schools on their matriculated students.	Progress was forthcoming in designing and preparing to pilot test the incorporation of college performance within MIS to provide information to individual high schools.
The California State University	
Improvement in student performance reports to both high school and community colleges through cooperation with the University resulting in identification of eight common elements to include in these reports.	Although the formal survey of recipients indicates that these reports are helpful, the remaining dissimilarities between reports from the various systems continue to be problematic for the users.
University of California	
Revision in report format to high schools and community colleges on the first-year performance of their students on an individual and group basis.	Too new for impact information.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

Commission comments

The State Department of Education has made progress in incorporating information by racial-ethnic categories in both CBEDS and its school accountability program. This change has contributed greatly to the knowledge of the State and its measurement of progress in meeting the goals of ACR 83. Further, this incorporation represents a cooperative effort between the State Department, the postsecondary systems, and the Commission that provides the basis for more effective decision making at all levels of the educational continuum.

The development of a Management Information System (MIS) at the Chancellor's Office of the Community Colleges is essential for full implementation of

this recommendation. Throughout its report, the community colleges were unable to provide quantitative information about their actions. Further, information on the performance of students in this system is lacking both in individual and summary form to either the State or high schools. A major priority for the State should be to ensure the development of a MIS at the community colleges in order to provide facts to the Chancellor's Office, the colleges, feeder high schools, and the State on the performance of students attending this system.

While the student performance reports of the State University and the University are widely used by school and college administrators, these systems should continue to strive to develop a common form that will facilitate maximum utilization. Further, the continued involvement in these discussions of high school and Community College personnel is critical in developing a reporting mechanism most applicable to the users and one that will improve the quality of educational information throughout the State.

Impediments to implementation

Two impediments to implementation of this recommendation for improving educational information were discussed in the reports from the systems:

1. The delay in completion of the management information system at the community colleges inhibits their progress in enhancing knowledge of student performance in this system. Until resources at both the State and local level are available to develop MIS, there will be significant gaps in the statewide picture at the postsecondary level of the extent to which there is progress in implementing this recommendation and meeting the goals of ACR 83.
2. The difficulty of reaching consensus on a common performance report among the postsecondary systems continues to be an impediment to greater utilization of this report by high school administrators and counselors.

Involving accreditation (Recommendation 6)

Display 6 on page 18 describes the actions of the educational systems with respect to accreditation and its potential to contribute to the achievement of the goals of ACR 83.

Commission comments

Clearly, the development, piloting, and expansion of the Curriculum Consultant Project of the Western Association of Schools and Colleges and the State Department of Education (WASC/SDE) is evidence of a significant level of interinstitutional cooperation in the accreditation process. In addition, the establishment of a relationship between public school and postsecondary faculty through this process creates an opportunity for long-term cooperation on discipline-specific issues between these academicians.

While the systems should be encouraged to continue this promising project, two further steps are essential:

1. Evaluative mechanisms should be incorporated into this activity in order to assess its short- and long-term effectiveness in enhancing the educational experiences of students and improving the preparation of students for college.
2. In order to assess the extent to which this the Curriculum Consultant Project responds to the Task Force's recommendation concerning the involvement in accreditation and its relationship to meeting the goals of ACR 83, the criteria by which schools are selected to participate in the project should be identified. A criterion for selection and priority in scheduling should be the socio-economic and racial-ethnic composition of the school if this process is to improve the educational environment for students from underrepresented backgrounds.

Impediments to implementation

With the incorporation of resources in the 1988-89 State Budget to expand the involvement in accreditation through the WASC/SDE Curriculum Consultant Project, the systems indicated in their reports that there were no impediments to the implementation of this recommendation.

DISPLAY 6 Involving Accreditation (Recommendation 6)

Description of Action	Impact of Action
State Department of Education	
Development of the Western Association of Schools and Colleges (WASC)/SDE Curriculum Consultant Project that incorporates the WASC self-study process with SDE's program review focusing on curriculum, instruction, and student outcomes. To implement the program review, curriculum consultants -- postsecondary faculty -- assist academic departments at the schools to assess their curriculum. Through this process, the college faculty provide an external perspective on the school curriculum. Further, this process begins the development of a relationship between the discipline-specific faculties at both levels of the educational spectrum.	In 1985, 18 schools participated in pilot testings this project. In 1987, 130 schools and 750 consultants participated. The 1988-89 State Budget contains resources to expand this effort such that 125 schools will be involved in this process each year. In addition, five additional schools with large numbers of students from underrepresented backgrounds will participate in a comprehensive process aimed at sustaining school renewal.
California Community Colleges	
Involvement in the WASC/SDE Curriculum Consultant Project.	200 faculty participated in this project and that number is expected to become 600 for the 1988 year.
The California State University	
Involvement in the WASC/SDE Curriculum Consultant Project.	170 faculty were trained and participated in this project.
University of California	
Participation in the WASC/SDE Curriculum Consultant Project.	50 faculty participated in the joint accreditation process at 129 schools.
Participation in traditional accreditation visits.	35 faculty participated in traditional accreditation visits.

Source: California Postsecondary Education Commission staff analysis of segmental reports.

Progress of independent higher education

Because independent colleges and universities are autonomous, the report transmitted to the Commission from the Association of Independent California Colleges and Universities (AICCU) cannot be considered a "systemwide" portrayal of the actions of its member institutions in implementing the task force recommendations. In addition, AICCU represents only 29 percent of the independent colleges and universities in California that have received accreditation through WASC. However, the AICCU report contains valuable information that contributes to the statewide picture with respect to educational equity.

1. The independent institutions have developed outreach and recruitment activities specifically designed to admit and enroll students from backgrounds historically underrepresented in postsec-

ondary education. Through specially designed brochures, attendance at activities for Black and Hispanic students, and attainment of grants to expand its outreach and recruitment services, many of the AICCU member institutions are increasing their focus on attracting these students.

2. Because independent institutions charge tuition, the cost of attending these colleges and universities is generally higher than public postsecondary campuses. As a consequence, the issue of financing a college education at these institutions is crucial, particularly for students from families with limited resources. To address this issue, AICCU members contributed $245 million in institutional grants to students, primarily on the basis of need, in the 1987-88 year. This amount represents a major commitment on the part of these institutions to attract and support students, irrespective of their family financial situation.
3. The AICCU members have developed orientation and bridge activities designed to ease the transition from home to college for students. Increasingly more AICCU members conduct summer residential programs for freshmen.
4. A range of academic support programs, similar to those at public institutions, are available on many AICCU campuses, including peer counseling, mentorships with faculty, academic advising, and career planning activities.

Commission comments

The institutional diversity that comprises the postsecondary educational mosaic in California is one of its greatest strengths, and independent colleges and universities are an integral component of that diversity. Without specific governmental resources and directives, independent institutions chose to be partners with the public systems in fostering the goals of ACR 83 through the participation of representatives from AICCU on the Policy Task Force and in subsequent actions. This partnership contributes to the comprehensiveness of this effort and the opportunity for students to choose a collegiate environment suited to their needs, goals, and personalities. To the extent possible, facilitating the continued option of student choice among institutions should be a major State priority.

Impediments to implementation

The major impediment to implementation of the Policy Task Force recommendations by AICCU members is the availability of financial resources to assist students in attending independent institutions. While these colleges and universities allocate increasing amounts of their institutional budgets to support financially needy students, federal and State resources have failed to keep pace with increases in cost. Until this situation changes, the AICCU report suggests that progress will be less rapid than desired at AICCU institutions in implementing the recommendations and achieving the goals of ACR 83.

Progress through intersegmental programs and activities

In order to provide a comprehensive statewide picture of progress in implementing the recommendations of the Policy Task Force to achieve the goals of ACR 83, information will be presented on the several intersegmental programs and activities designed to further educational equity. Intersegmental programs have several commonalities that are distinctive:

1. They involve public schools and postsecondary institutions working collaboratively;
2. They involve more than one educational institution and usually campuses from more than two systems;
3. The program is administered through a statewide office, but the projects are regionally based.
4. They are administered by a specific system or agency with the assistance of an interinstitutional advisory committee or board of directors.

Display 7 on the opposite page describes these programs along with a summary of their impact in achieving the goals of ACR 83:

- California Academic Partnership Program (CAPP);
- California Student Opportunity and Access Program (Cal-SOAP);
- Mathematics, Engineering, Science Achievement (MESA) Program; and,

DISPLAY 7 Characteristics of Four Major Intersegmental Programs

Characteristic	CAPP	Cal-SOAP	MESA	Transfer Centers
Administrative Agency	The California State University	California Student Aid Commission	University of California	California Community Colleges
Institutional Involvement	35 school districts 15 CCCs 12 CSU campuses 7 UC campuses 5 Independents	24 school districts 20 CCCs 9 CSU campuses 8 UC campuses 11 Independents	147 public schools 1 CCC 14 CSU campuses 5 UC campuses 3 Independents	20 CCCs 14 CSU campuses 8 UC campuses 6 Independents
Goals	"To improve the academic quality of public secondary schools with the objective of improving the preparation of all students for college"	"To increase the availability of information for low-income and ethnic minority students on the existence of postsecondary schooling and work opportunities. "To raise the achievement levels of low-income and ethnic students so as to increase the number of high school graduates eligible to pursue postsecondary learning opportunities."	"To increase the number of low-income and ethnic minority secondary school students adequately prepared to pursue a mathematics-based course of study in college. "To provide supplement services at the college and university level which will result in a higher retention rate of low-income and ethnic minority students majoring in math-based fields."	"To increase the transfer rates, especially among underrepresented students. "To promote an intersegmental approach that addresses transfer services, policy issues surrounding transfer, and academic articulation."
Number of Students Served in 1986-87	25,000 students indirectly through partnership projects	23,665 students	5,184 pre-college students and 2,488 college students	32,795 direct contacts 88,561 casual contacts (Contacts are not equal to students.)
Services Provided	Curriculum Revision Teacher Inservice Counselor Workshop Tutorial Assistance Diagnostic Testing Project Services	College Admissions and Financial Aid Advisement Tutorial Assistance College Nights College Test Preparation Workshops	Tutorial Assistance Math-based Enrichment Activities Industry Field Trips Financial Assistance College Academic Support	Identification of potential transfer students Information Dissemination College Tours Application Process Assistance
Evaluation	20 partnership projects had a mixed record of success -- some projects were outstanding; some effective; several ineffective. MDTP was used extensively throughout the State.	The students from underrepresented students participating in the program enrolled in college in significantly higher proportion than all students in the State -- 66.2% of program students enrolled in contrast to 57.8% statewide.	Over 75% of the program students pursued math-based college fields. Over 80% enrolled in college. College participants continued in engineering at a higher rate than non-participants for each ethnic group.	Comprehensive report of the external evaluator will be completed in Spring 1989.

Source: California Postsecondary Education Commission.

- Transfer Center Program.

In addition to these intersegmental programs that have similar goals to those in ACR 83, a number of activities are conducted interinstitutionally that are relevant to the recommendations of the Policy Task Force:

- The development during the last several years of the voluntary, cooperative Intersegmental Coordinating Council (ICC) will be followed with interest. With authority derived from the California Educational Roundtable, a cooperative effort comprised of the chief executive offices of the public and independent systems along with the Commission, the ICC, according to its Statement of Principles, has responsibility for "facilitating, monitoring, and evaluating cooperation and collaboration between and among secondary and postsecondary education segments." The Council established a structure composed of four clusters -- Curriculum and Assessment, Improvement of Teaching, Outreach and Student Preparation, and Transfer and Articulation -- with faculty, admin-istrators, and students of the various systems as members. While all the clusters are responsible for activities relevant to the Policy Task Force recommendations, the charge to the Outreach and Student Preparation Cluster is especially relevant to achieving the goals of ACR 83.

- *Futures* is a booklet designed to provide information on college opportunities to all eighth graders in the State. This publication has been jointly prepared and distributed by the California Educational Roundtable annually since 1982. In the future, the responsibility for disseminating this document will rest with the ICC. Recently, *Futures* has been published in Spanish as well as English.

- The California Mathematics and Writing Projects provide in-service training for public school teachers of these subjects. Each of these statewide projects administers grants to colleges that develop and conduct in-service activities for teachers in local school districts. Administered by intersegmental advisory committees, each of these projects is actively encouraging the participation of American Indian, Black, and Hispanic teachers and teachers from schools with large numbers of students from underrepresented backgrounds.

- The development of academic competency statements in various disciplines through intersegmental committees composed of members of the Academic Senates of the public postsecondary systems provides a basis for expanding activities designed to improve the preparation of all students for college.

- The College Night/Transfer Days Program is an intersegmental activity designed to provide an efficient and effective means by which students and college representatives can interact. All postsecondary systems participate in these events that are held throughout the State. Because these events are conducted without charge to participants, they appeal especially to low-income students who are often hindered in their exploration of college opportunities by lack of resources.

- The establishment of the "2+2+2" program that links high schools, community colleges, and baccalaureate-granting institutions is in the pilot phase of development. As such, it represents a potential strategy for enhancing the flow of students across educational boundaries.

Commission comments

During the last decade, several intersegmental programs have been initiated statewide to increase the number of students from historically underrepresented backgrounds who pursue college opportunities. Evaluations of these programs indicate that they have been generally effective in realizing their programmatic objectives and contributing to statewide progress in diversifying the undergraduate student bodies of the campuses. However, by virtue of their intersegmental status, their budgetary futures remain precarious, particularly in times of constrained fiscal resources. This situation produces an instability that keeps these programs focused on short-term survival tactics rather than on planning strategies and program and policy development. As the intersegmental approach grows, there should be discussions of alternative strategies for financing these intersegmental programs and activities in order to enhance their stability and planning capacities.

In addition to their effectiveness in achieving specific programmatic objectives and contributions in

reaching the statewide goals enumerated in ACR 83, the intersegmental approach offers several long-term advantages to the State:

1. Most of the intersegmental programs and activities described in this section involve both public schools and postsecondary institutions. These alliances are essential to achieving the goals of ACR 83.

2. All the programs and activities described herein include the participation of independent colleges and universities. The involvement of these institutions exemplifies the institutional diversity in California postsecondary education and provides to students a comprehensive picture of the range of collegiate opportunities from which to choose.

3. Most importantly, this approach creates the opportunity to develop relationships among representatives of various systems and campuses on a regional basis. The trust and rapport established among these representatives through cooperating on specific activities can be transformed into permanent institutional relationships that can tackle major educational issues on a continuous basis and, in so doing, move toward achieving the goals in ACR 83.

Summary of progress in implementing the Policy Task Force recommendations

The California educational systems have made substantial progress in implementing the recommendations of the Policy Task Force. In each of the six major areas, all systems appear to be initiating, or continuing, actions that are designed to clarify and deliver on their responsibilities in enhancing the preparation and success of American Indian, Black, and Hispanic students. A number of actions described herein have demonstrated their positive influence on the enrollment of students in postsecondary education from underrepresented backgrounds. Several initiatives implemented, or in the process of being implemented, since the passage of ACR 83 have been identified as possible statewide models and they should be monitored carefully with this possibility in mind. In the final analysis, however, the effectiveness of all the implementation strategies developed by the systems will be measured in the context of achieving the goals in ACR 83 -- the topic of the next section of this report.

3 *Progress in Meeting the Goals of ACR 83*

THIS section of the report describes changes in California postsecondary education as they relate to the goals specified in ACR 83, with special attention to differences between 1984 and 1987 in the ethnic composition of the student bodies of the California Community Colleges, the California State University, the University of California, and California's independent colleges and universities. Information on the composition of the undergraduate population with respect to income is unavailable at this time but will be discussed in the next report in this series.

Eligibility and enrollment levels

By 1990, the income and ethnic composition of secondary school graduates eligible for admission to four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally -- Goal 1 of ACR 83.

Eligibility for admission

Measurement of this goal is most appropriate in terms of eligibility rates. The Master Plan for Higher Education established guidelines from which California's two public universities were to draw their student bodies. The top 12½ percent of graduates were considered to be eligible for the University; the top 33⅓ percent for the State University. Within this context, both systems set admissions criteria to identify those students.

In the most recent study of eligibility conducted by the Commission in 1986, the results were generally disappointing with respect to the eligibility of students from backgrounds historically underrepresented for college. Whereas 14.1 percent of all high school graduates in 1986 were eligible to attend the University, only 4.5 percent of Black graduates and only 5.0 percent of Hispanic graduates were eligible, compared to 32.8 percent of Asian graduates and 19.4 percent of Filipino graduates. In comparing these figures with the results of the 1983 eligibility analysis, only slight improvement occurred in the percentage of Hispanic students eligible to attend the University (4.9 to 5.0 percent); however, the change in the eligibility rates of Black students was substantial (3.6 to 4.5 percent).

Similar trends were noted for the State University. In 1986, 27.5 percent of all high school graduates were eligible to attend the State University, compared to only 10.8 percent of Black graduates and 13.3 percent of Hispanic graduates, and to one-half of Asian graduates and 29.5 percent of Filipino graduates. Between 1983 and 1986, the rate of eligibility for Black students improved somewhat (10.1 to 10.8 percent), but the eligibility rate for Hispanic students decreased from 15.3 to 13.3 percent.

Numerically, eligibility rates, based on California's graduating public high school senior population, translate as follows for students from backgrounds historically underrepresented in postsecondary education: In 1983, 838 Black and 2,258 Hispanic seniors met the admission requirements for the University. In 1986, the corresponding figures were 869 and 2,320 for Black and Hispanic seniors, respectively. With regard to the State University, 2,352 Black and 7,050 Hispanic seniors were regularly admissible in 1983; three years later, the corresponding figures were 2,086 and 6,172.

Clearly, these figures provide little evidence of real progress in achieving the first goal of ACR 83, particularly with respect to Hispanic students. While Black students appeared to be slightly more prepared for college in 1986 than three years earlier in terms of enhanced eligibility rates, these rates and the resultant pool for both public systems remains insufficient to achieve this first goal.

Enrollment

Another measure of the extent of progress in achieving this goal is the enrollment levels in postsecondary education. Display 8 on page 24 presents a pict-

DISPLAY 8 *Number and Percent of High School Graduates and College Students Reporting Their Racial-Ethnic Background by System in 1984 and 1987*

Educational System	Racial-Ethnic Category	1984 Number	1984 Percentage	1987 Number	1987 Percentage	Change from 1984 to 1987 Number	Change from 1984 to 1987 Percentage
High School Graduating Class	American Indian	1,625	0.7%	1,729	0.8%	+104	+6.4%
	Asian	16,718	7.2	20,640	8.7	+3,922	+23.5
	Black	20,201	8.7	18,809	7.9	-1,392	-6.9
	Caucasian	147,679	63.6	145,165	61.1	-2,514	-1.7
	Filipino	3,948	1.7	5,199	2.2	+1,251	+31.7
	Hispanic	42,028	18.1	45,872	19.3	+3,844	+9.1
	Total	232,199	100.0	237,414	100.0	+5,215	+2.2
California Community Colleges	American Indian	14,099	1.6	13,900	1.4	-199	-1.4
	Asian	66,825	7.4	79,745	8.0	+12,920	+19.3
	Black	75,276	8.3	77,525	7.7	+2,249	+3.0
	Caucasian	614,124	67.9	662,958	66.2	+48,834	+8.0
	Filipino	21,233	2.3	26,131	2.6	+4,898	+23.1
	Hispanic	112,632	12.5	140,475	14.0	+27,843	+24.7
	Total	904,189	100.0	1,000,734	100.0	+96,545	+10.7
California State University	American Indian	3,072	1.3	2,713	1.1	-359	-11.7
	Asian	25,477	11.0	31,525	12.6	+6,048	+23.7
	Black	14,567	6.3	14,499	5.8	-68	-0.5
	Caucasian	160,599	69.4	166,561	66.7	+5,962	+3.7
	Filipino	4,940	2.1	6,959	2.8	+2,019	+40.9
	Hispanic	22,778	9.8	27,309	10.9	+4,531	+19.9
	Total	231,433	100.0	249,566	100.0	+18,133	+7.8
University of California	American Indian	536	0.5	810	0.7	+274	+51.1
	Asian	15,615	15.8	19,696	18.0	+4,081	+26.1
	Black	4,207	4.3	5,123	4.7	+916	+21.8
	Caucasian	68,615	69.6	69,644	63.7	+1,029	+1.5
	Filipino	2,584	2.6	3,818	3.5	+1,234	+47.8
	Hispanic	7,049	7.1	10,234	9.4	+3,185	+45.2
	Total	98,606	100.0	109,325	100.0	+10,719	+10.9
Total Public Higher Education	American Indian	17,707	1.4	17,423	1.3	-284	-1.6
	Asian	107,917	8.7	130,966	9.6	+23,049	+21.4
	Black	94,050	7.6	97,147	7.1	+3,097	+3.3
	Caucasian	843,338	68.3	899,163	66.1	+55,825	+6.6
	Filipino	28,757	2.3	36,908	2.7	+8,151	+28.5
	Hispanic	142,459	11.5	178,018	13.1	+35,559	+25.0
	Total	1,234,228	100.0	1,359,625	100.0	125,397	+10.2
Independent Colleges and Universities	American Indian	605	0.8	363	0.5	-242	-40.0
	Asian*	6,882	9.3	8,117	11.1	+1,235	+18.0
	Black	4,976	6.7	3,913	5.3	-1,063	+21.4
	Caucasian	55,529	75.2	55,078	75.0	-451	-0.8
	Hispanic	5,817	7.9	6,006	8.2	+189	+3.3
	Total	73,809	100.0	73,477	100.0	-332	-0.5
Total Higher Education	American Indian	18,312	1.4	17,786	1.2	-526	-2.9
	Asian*	114,799	8.8	139,083	9.7	+24,284	+21.2
	Black	99,026	7.6	101,060	7.1	+2,034	+2.1
	Caucasian	898,867	68.7	954,241	66.6	+55,374	+6.2
	Filipino	28,757	2.2	36,908	2.6	+8,151	+28.5
	Hispanic	148,276	11.3	184,024	12.8	+35,748	+24.1
	Total	1,308,037	100.0	1,433,102	100.0	+125,065	+9.6

*Includes Filipino students at Independent Colleges and Universities
Source: California Postsecondary Education Commission.

ture of the racial-ethnic composition of California college students in 1984 and 1987 by system.

In the aggregate, enrollments in postsecondary institutions grew substantially faster (9.6 percent) than the number of high school graduates (2.2 percent). This increase represents a net gain (college enrollment growth minus growth in high school graduates) of almost 120,000 college enrollees for that period.

Analysis of the changing ethnic composition of California's college student body indicates that, when compared to the composition of high school graduates, California's postsecondary educational institutions generally have become more diverse between 1984 and 1987.

- The only anomalous finding to this generalization occurred with respect to American Indian students. While 104 more of them graduated from high school in 1987 than in 1984, 526 fewer enrolled in postsecondary institutions -- although some of this discrepancy may be due to a change in the definition of the category "American Indian" at the State University during this period.
- Dramatic gains occurred among Asian students, with 3,922 more graduating from high school, and 24,284 more enrolling in college.
- While the total number of Black high school graduates declined from 1984 to 1987, the number attending postsecondary institutions increased by 2,304.
- Caucasian students evidenced the most dramatic gains. Despite a decline of 2,514 high school graduates statewide between 1984 and 1987, their postsecondary enrollment increased by 55,374.
- The growth in Filipino college students of 28.5 percent kept pace with their high school growth of 31.7 percent.
- Between 1984 and 1987, the number of Hispanic high school graduates increased by 3,844 and the number attending postsecondary institutions grew by 35,748.

California Community Colleges: Enrollment growth at the California Community Colleges for the years 1984 to 1987 was substantial. In 1984, 904,189 students who indicated their racial-ethnic identity were attending the colleges, compared in 1987, to 1,000,734 -- an increase of 10.7 percent. That rate of enrollment growth easily outstripped the 2.2 percent increase in high school graduates for the same years. The number of community college students from Black, Caucasian, and Hispanic backgrounds grew at rates substantially above those among their high school graduate comparison groups. The racial-ethnic composition of the community college student body also mirrors the statewide portrait, with almost no observable changes between 1984 and 1987 when controlling for shifts in the high school cohorts over the same period.

The California State University: Compared to the 2.2 percent increase in the number of high school graduates between 1984 and 1987, undergraduate enrollment at the State University increased by 7.8 percent -- from 231,433 to 249,566 whose racial-ethnic identification was available.

Numerical shifts in ethnic enrollments at the State University generally outpaced comparable shifts among similar cohorts of high school graduates.

- The sole exception to this generalization was American Indian students. As noted earlier, changes in the definition of this category that were implemented during this time period is likely responsible for this apparent anomaly.
- Asian students continued to enroll at the State University at rates approximately 4 percent over their proportion in the high school graduating class -- a figure that did not change substantially between 1984 and 1987.
- Black enrollment at the State University declined 0.5 percent , but when compared to the 6.9 percent decrease in Black high school graduates during the same period, this percentage decline could be viewed as a proportional net enrollment gain.
- Caucasian students continued to enroll at rates approximately 5 percent above their proportion among high school graduates. Like the Asian population, this figure did not change substantially since 1984.
- Filipino students continued to enroll at rates approximately 0.5 percent above their proportion among high school graduates -- a figure that remained unchanged during this time period.

- Hispanic students enrolled at a rate nearly half that in the high school graduating class -- in 1984, 9.8 percent compared to 18.1 percent, and in 1987, 10.9 percent compared to 19.3 percent.

University of California: The 10.9 percent increase in undergraduate enrollment at the University of California -- from 88,606 to 109,325 students -- easily outpaced the 2.2 percent growth in the number of high school graduates, between 1984 and 1987. During this time period, the University's student body became more diverse, with increases in the number of students in every racial-ethnic category.

- The number of American Indian undergraduates enrolling at the University increased by 51.1 percent between 1984 and 1987, although this represents an increase from only 536 to 810 students. Nonetheless, this numerical increase represents advancement as a percentage of the University's total undergraduate enrollment.
- Asian students continue to comprise a high growth portion of the University's undergraduates -- increasing their enrollment by 26.1 percent between 1984 and 1987. In both years, they enrolled in the University at rates roughly twice their proportion of high school graduates -- 15.8 percent compared to 7.2 percent in 1984 and 18.0 percent compared to 8.7 percent in 1987.
- Black students continue to be underrepresented at the University of California when compared to their presence in the high school graduating class, although some improvement occurred between 1984 and 1987. Black high school seniors constituted 8.7 and 7.9 percent of their 1984 and 1987 graduating classes, respectively, but only 4.3 and 4.7 percent of University undergraduates. This increase, however, represents movement toward the goal of postsecondary enrollments more closely reflecting the ethnic composition of high school graduating classes.
- The number of Caucasian high school graduates between 1984 and 1987 decreased by 2,514, but 1,029 more Caucasians enrolled as undergraduates at the University during the same period. As a percentage of undergraduates, however, Caucasians experienced a loss -- from 69.6 to 63.7 percent of the student body.
- Filipino students showed the greatest proportional enrollment increase (47.8 percent) during this time period at the University.
- Hispanics continued to be substantially underrepresented at the University, compared to their cohort of high school graduates, although some progress was made between 1984 and 1987. They represented 18.1 and 19.3 percent of all high school graduates in those years but only 7.1 and 9.4 percent of University undergraduates -- although this latter increase represents movement toward meeting the first goal of ACR 83.

Independent institutions: Of all segments of postsecondary education in California, those represented by the Association of Independent California Colleges and Universities (AICCU) appear to be the only ones that have experienced aggregate enrollment declines between 1984 and 1987 among students who indicated their racial-ethnic identity. While this decline was only 0.5 percent, it is troublesome when compared to the rates of growth in the public segments.

Of special concern are the very substantial declines observed in enrollment levels for some groups of underrepresented students:

- The number of American Indian students attending independent institutions declined by nearly 250, or 40.0 percent, during a time in which their number and percentage of high school graduates was increasing.
- Enrollment of Black students decreased by more than 1,000 or 21.4 percent -- a decline that substantially outpaced decreases in their numbers among high school graduates. As a percentage of total enrollments compared to high school graduates, underrepresentation of Black students at independent institutions worsened between 1984 and 1987.
- Most troublesome for independent institutions was decreasing representation of Hispanic students. Their enrollment improved by 189, or 3.3 percent, but their high school graduation rate increased by 9.1 percent. Their enrollment as a percentage of the total independent institution enrollments increased by 0.3 percent, compared to a 1.2 percent increase among high school grad-

uates -- the largest widening gap observed in this analysis.

- On the other hand, the increase of 1,235 Asian students enrolled at AICCU institutions kept pace with their high school graduating class growth. This increase was reflected in their enhanced representation among undergraduates at these institutions.
- While the number of Caucasian students declined in AICCU institutions by 451, their proportional representation in the undergraduate student body remained essentially the same. Further, their decline in numbers reflects a similar decline in the high school graduating class from 1984 to 1987.

Summary on eligibility and enrollment levels (Goal 1)

An essential conclusion from these data is that, despite substantial numerical enrollment gains for all underrepresented groups except American Indians, the proportion of underrepresented students as a percentage of total postsecondary enrollments remained almost identical between 1984-87, when controlling for concomitant shifts in high school graduates during the same period. That is, across-the-board increases in participation rates means that the number of college students in all racial-ethnic categories has increased, but the relative ethnic diversity of the campuses remains substantially unchanged.

Community college transfer levels

By 1990, the income and ethnic composition of students transferring from community colleges into four-year institutions is at least equal to the income and ethnic composition of students enrolling in community college -- Goal 2 of ACR 83.

Display 9 on page 28 provides information on the racial-ethnic characteristics of students who transferred from community colleges to the State University and University in 1984 and 1987. Information on income characteristics of students was unavailable for this analysis, but Commission staff will initiate discussions with representatives of the systems in order to be able to respond to this aspect of the goal in the next report in this series.

This second goal of ACR 83 states the expectation that the population of students who transfer from the community colleges to baccalaureate degree-granting institutions will mirror the community college population in general. In assessing the extent to which this goal has been realized, the Commission recognizes that students enroll in community colleges on various schedules (full- and part-time) and with a variety of educational goals, only one of which is the ultimate attainment of a baccalaureate degree. As such, the ideal measurement of movement toward achieving this goal would be based only on the sub-population of students intending to matriculate to a senior institution and attending community colleges primarily on a full-time basis. However, information that would allow for such an analysis is unavailable. Therefore, the following discussion is prefaced by the caveat that it compares *all* community college students with the transfer population. Presumably, however, the intention to transfer is relatively evenly distributed across all student groups, irrespective of their ethnicity.

A second caveat regarding these transfer levels is that all transfer figures available at this time are from fall enrollments, and as such, do not include transfers during the winter and spring quarters. On the basis of past history, State University officials estimate that these figures may underestimate the transfer phenomenon by as much as 40 percent. In the next report in this series, the Commission will work with the State University and University to develop a more complete picture of transfer levels.

As one might expect, aggregate transfer statistics for community college students matriculating to public four-year institutions are calculated by summing the number of community college transfer students who enter either the California State University or the University of California each fall. The results of this analysis largely mirror the transfer patterns to the State University, since the transfer pattern of the University tends to be hidden by the much larger number of students transferring to the State University. Fall quarter transfers declined by 5.3 percent between 1984 and 1987, compared with an 8.3 percent growth at the community colleges. Overall, 1,723 fewer students transferred in 1987 than in 1984.

DISPLAY 9 *Number and Percent of Community College Students and Transfer Students at California's Two Public Universities Who Reported Their Racial-Ethnic Background in 1984 and 1987*

Educational System	Racial-Ethnic Category	1984 Number	1984 Percentage	1987 Number	1987 Percentage	Change from 1984 to 1987 Number	Change from 1984 to 1987 Percentage
All California	American Indian	14,099	1.6%	13,900	1.4%	-199	-1.4%
Community	Asian	66,825	7.4	79,745	8.0	+12,920	+23.5
College	Black	75,276	8.3	77,525	7.7	+2,249	+3.0
Students	Caucasian	614,124	67.9	662,958	66.2	+48,834	+8.0
	Filipino	21,233	2.3	26,131	2.6	+4,898	+23.1
	Hispanic	112,632	12.5	140,475	14.0	+27,843	+24.7
	Total	904,189	100.0	1,000,734	100.0	+96,545	+8.3
Transfer	American Indian	294	1.1	334	1.3	+40	+13.6
Students	Asian	2,649	9.6	2,721	10.6	+72	+2.7
at the	Black	1,769	6.4	1,475	5.7	-294	-16.6
California	Caucasian	19,876	71.7	17,789	69.0	-2,087	-10.5
	Filipino	446	1.6	567	2.2	+121	+27.1
State	Hispanic	2,695	9.7	2,875	11.2	+180	+6.7
University	Total	27,729	100.0	25,761	100.0	-1,968	-7.1
Transfer	American Indian	41	0.9	51	1.0	+10	+24.4
Students	Asian	585	12.2	708	14.0	+123	+21.0
at the	Black	161	3.4	183	3.6	+22	+13.7
University	Caucasian	3,483	72.5	3,466	68.7	-17	-0.5
	Filipino	72	1.5	115	2.3	+43	+59.7
of California	Hispanic	461	9.6	525	10.4	+64	+13.9
	Total	4,803	100.0	5,048	100.0	+245	+5.1
Total	American Indian	335	1.0	385	1.2	+50	+14.9
Transfer	Asian	3,234	9.9	3.429	11.1	+195	+6.0
Students in	Black	1,930	5.9	1,658	5.4	-272	-14.1
the Two	Caucasian	23,359	71.8	21,255	69.0	-2,104	-9.0
	Filipino	518	1.6	682	2.2	+164	+31.7
Public	Hispanic	3,156	9.7	3,400	11.0	+244	+7.7
Universities	Total	32,532	100.0	30,809	100.0	-1,723	-5.3

Source: California Postsecondary Education Commission.

Few differences are evident among ethnic groups, and the proportion of American Indian, Black, and Hispanic students who transferred did not change substantially, if at all, after controlling for changes in enrollment levels in the community colleges.

- The number of Asian students who transferred increased by 6.0 percent from 1984 to 1987, while the number who enrolled in the community colleges increased by 23.5 percent;
- As a percentage of total transfers, Black transfer students declined by 0.5 percent, consistent with the 0.6 decline in the proportion of Black students enrolled in community colleges. The number of Black students who transferred declined by 14.1 percent despite enrollment growth among Black community college students of 3.0 percent.

- The proportion of Caucasian transfer students declined by 9.0 percent, while their community college enrollment increased by 8.0 percent.
- The proportion of Filipino students transferring increased by 31.7 percent, which outpaced their growth in the Community Colleges of 23.1 percent.
- The proportion of Hispanic transfer students increased by 1.3 percent, while their percentage of community college enrollments grew by 1.5 percent. The percentage of Hispanic students who transferred increased by 7.7 percent, while Hispanic community college enrollment increased by 24.7 percent.

Transfers to the California State University

Transfer data from the California State University largely mirrors the statewide picture outlined above, due to the larger number of students who transferred there in contrast to the University of California. Transfers to the State University declined by 7.1 percent, which reflects 1,968 fewer students in these years.

- Black transfers declined by 294, or 16.6 percent -- a pace faster than their decrease in proportional community college enrollment, but their overall community college enrollment increased by 3.0 percent, or 2,249 students from 1984 to 1987.
- As a percentage of total transfers, the transfer rate of Hispanic students kept pace with their enrollment levels in community colleges, but progress toward proportional representation has not been made. Although the proportion of Hispanic transfer students entering the State University increased by 1.5 percent from 1984 to 1987, their gap between community college enrollments and transfer rates did not narrow, but instead increased from 1.8 percent in 1984 to 2.8 percent in 1987. Further, while their enrollment in the community colleges increased by 24.7 percent, their transfer rate to the State University increased by only 6.7 percent.

Transfers to the University of California

Transfer rates for students entering the University rose by 5.1 percent between 1984 and 1987, with 245 more students transferring in this period. Increased transfer rates were evident for all racial-ethnic groups except Caucasians, who experienced a 0.5 percent decline.

- Proportionally, the population of Black students transferring to the University increased by 0.2 percent, despite a 0.5 percent decline in their number attending community colleges. This change translated into a 13.7 percent increase, or 22 more Black students who transferred in 1987 than in 1984. During that period, Black student enrollment at the community colleges increased by only 3.0 percent. As a consequence, the gap between their community college enrollment and transfer to the University narrowed.
- Although a small absolute number, the proportion of Filipino students transferring to the University increased by nearly 60 percent -- a figure that far outstripped their increase of 23.1 percent in enrollment in the community colleges.
- Progress among Hispanic students was somewhat less encouraging. Their proportion of transfers increased by 13.9 percent, but their community college enrollment increased by 24.7 percent. In 1987, their proportional transfer rates continued to trail their proportion enrolled in community colleges by an amount slightly larger than the gap in 1984.

Transfers to independent institutions

Independent institutions were unable to provide information on transfer students by racial-ethnic categories, but figures for their total transfer population reveals that in 1984-85, 9,066 community college students transferred to AICCU member institutions. Two years later, that number had grown to 10,116 -- an increase of 11.6 percent.

The Commission hopes that by the time of its next report in this series, information on transfer patterns to AICCU institutions will be available by racial-ethnic categories.

Summary on community college transfer levels (Goal 2)

The findings discussed in this section provide little evidence of movement in achieving greater diversity among the transfer student population from 1984 to 1987. The small degree of progress made in reaching

this goal appears to reflect only enrollment changes in the community college population in general. Further, while Caucasian students comprised a slightly smaller proportion of the transfer population in 1987 than in 1984, the decrease by over 1,700 in the number of transfer students statewide indicates a retreat from the student flow model envisioned in the State's educational master plan. Finally, although the expectation of this goal that the ethnic composition of the transfer population should relate to that of community college enrollments in general does not reflect the variety of educational aspirations that community college students pursue, this circumstance does not explain the minimal progress made in diversifying the transfer population since 1984.

Degree completion levels

Components of both Goals 2 and 3 relate to degree completion, and they are discussed separately in this section of the report.

Degree completion levels in community college vocational and technical programs

> **By 1990, the income and ethnic composition of students completing vocational and technical programs . . . from community colleges . . . is at least equal to the income and ethnic composition of students enrolling in community college -- Goal 2 of ACR 83.**

Measurement of progress in achieving this goal involves comparisons of the racial-ethnic composition of the total community college student body with the degree recipient population in that system. Display 8 presented information on the racial-ethnic composition of the community college student body in 1984 and 1987, while Display 10 on page 31 provides a picture of the degree recipient population in 1983 and 1987. (It was necessary to use information on the 1983 degree recipient population rather than 1984 because disaggregation by racial-ethnic category is collected only in odd-numbered years by the community colleges.)

The number of students enrolling in the community colleges increased by over 96,500 students from 1984 to 1987, yet the number of degree recipients declined by 5,840. Although the composition of the population of degree recipients became slightly more diverse, the change was only slightly more pronounced than enrollment shifts at the community colleges over the three years.

The number of community college students attaining degrees or certificates declined in every racial-ethnic group, except Asian, during this period:

- Enrollment of American Indian students decreased by 1.4 percent, while degree completion rates decreased by 30.0 percent against a small initial base.
- Asian students increased their enrollment in the community colleges by 19.3 percent and their degree completion rate by 16.6 percent.
- Enrollment of Black students increased by 3.0 percent, but their level of attainment of degrees and certificates declined by 13.6 percent.
- At least 48,834 more Caucasian students enrolled in the community colleges in 1987 than in 1984, but 5,336 fewer completed their degrees or obtained certificates.
- Enrollment of Hispanic students rose by 24.7 percent, but their rate of attaining degrees or certificates declined by 10.9 percent.

Coupled with the analysis of the transfer phenomenon above, the Commission concluded that movement toward achieving the second goal in ACR 83 has been minimal. The positive change that has occurred is in terms of numerical gains of American Indian and Hispanic students in the transfer population, although their proportional increases in that population are equivalent only to the changes in the enrollments at the community colleges. In that sense, the extent of underrepresentation in the transfer and degree-recipient populations for these groups has remained constant. On the other hand, the representation of Black students in the transfer and degree-recipient population has decreased, despite numerical increases in their presence in the community colleges. As such, the situation with respect to Black students provides further substantiation for the conclusion that no progress toward achieving the second goal in ACR 83 has occurred since 1983.

DISPLAY 10 *Number and Percent of Degree Recipients Reporting Their Racial-Ethnic Background by System in 1984 and 1987*

Educational System	Racial-Ethnic Category	1984 Number	1984 Percentage	1987 Number	1987 Percentage	Change from 1984 to 1987 Number	Change from 1984 to 1987 Percentage
California Community Colleges*	American Indian	621	1.3	435	1.1	-186	-30.0
	Asian**	3,503	7.6	4,084	10.1	+571	+16.6
	Black	2,419	5.2	2,089	5.2	-330	-13.6
	Caucasian	34,486	74.6	29,150	72.1	-5,336	-15.5
	Hispanic	5,218	11.3	4,649	11.5	-569	-10.9
	Total	46,247	100.0	40,407	100.0	-5,840	-12.6
The California State University	American Indian	661	1.8	477	1.2	-184	-27.8
	Asian	3,187	8.5	4,100	10.3	+913	+28.7
	Black	1,670	4.5	1,469	3.7	-201	-12.0
	Caucasian	28,503	76.4	30,109	75.6	+1,606	+5.6
	Filipino	528	1.4	605	1.5	+77	+14.6
	Hispanic	2,769	7.4	3,092	7.8	+323	+11.7
	Total	37,318	100.0	39,852	100.0	+2,534	+6.8
University of California	American Indian	138	0.5	141	0.5	+3	+2.2
	Asian	3,298	11.9	4,118	14.2	+820	+24.9
	Black	824	3.0	884	3.0	+60	+7.3
	Caucasian	21,695	78.4	21,581	74.4	-114	-0.5
	Filipino	282	1.0	493	1.7	+211	+74.8
	Hispanic	1,435	5.2	1,778	6.1	+343	+23.9
	Total	27,672	100.0	28,995	100.0	+1,323	+4.8
Total Public Higher Education	American Indian	1,420	1.3	1,053	1.0	-367	-25.9
	Asian**	9,988	9.0	12,302	11.3	+2,314	+23.2
	Black	4,913	4.4	4,442	4.1	-471	-9.6
	Caucasian	84,684	76.1	80,840	74.0	-3844	-4.5
	Filipino	810	0.7	1,098	1.0	+288	+35.5
	Hispanic	9,422	8.5	9,519	8.7	+97	+1.0
	Total	111,237	100.0	109,254	100.0	-1,983	-1.8
Independent Colleges and Universities*	American Indian	77	0.5	90	0.6	+13	+16.9
	Asian**	1,329	8.7	1,539	9.5	+210	+15.8
	Black	867	5.7	798	4.9	-69	-8.0
	Caucasian	11,933	78.5	12,594	77.8	+661	+ 5.5
	Hispanic	986	6.5	1,157	7.2	+171	+17.3
	Total	15,192	100.0	16,178***	100.0	+986	+6.5
Total Higher Education	American Indian	1,497	1.2	1,143	0.9	-354	-23.6
	Asian**	11,317	9.0	13,841	11.0	+2,524	+22.3
	Black	5,780	4.6	5,240	4.2	-540	-9.3
	Caucasian	96,617	76.4	93,434	74.5	-3,183	-3.3
	Filipino	810	0.6	1,098	8.8	+288	+35.5
	Hispanic	10,408	8.2	10,676	8.5	+268	+2.6
	Total	126,429	100.0	125,432	100.0	-997	-0.8

***For these systems, the baseline year was 1983 rather than 1984.**

****Includes Filipino students at community colleges and independent colleges and universities.**

*****Based upon 49 of the 64 AICCU institutions.**

Source: California Postsecondary Education Commission.

Baccalaureate degree completion levels

By 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990 -- Goal 3 of ACR 83.

Two separate analyses related to this goal are presented below.

Comparison of the 1982 high school and 1987 baccalaureate degree recipient classes: In 1982, the proportional composition of the high school graduating class by racial-ethnic category was American Indian, 0.7 percent; Asian, 6.3 percent; Black, 8.2 percent; Caucasian, 69.0 percent; and Hispanic,15.7 percent. That composition was more diverse than the 1987 population of baccalaureate degree recipients in any system, as presented on Display 10.

- Other than at the University, American Indian students were present in the 1987 degree recipient population in greater proportion than in the 1982 high school graduating class, in which they represented 0.7 percent of the graduates.
- Asian students represented a significantly greater proportion of the degree recipient population in 1987 in all systems than in the 1982 high school graduating class. Indeed, in the 1987 graduating class at the State University, their proportion was 10.3 percent while their proportion in the 1982 high school graduating class was 6.3 percent; at the University in the same year, their proportion was over twice as large (14.2 percent) as in the 1982 graduating class.
- On the other hand, Black students represented 8.2 percent of California's 1982 high school graduating class but only 3.7 and 3.0 percent of 1987 degree recipients at the State University and University, respectively. However, their proportional representation of 6.7 percent among 1987 graduates of independent institutions was considerably more comparable to their presence in the high school graduating class.
- In all baccalaureate graduating classes in 1987, the proportion of Caucasian students was larger than their representation level of 69.0 percent in the 1982 statewide high school graduating class.
- Hispanic students were significantly underrepresented as baccalaureate graduates in 1987 in all systems than as high school graduates in 1982. While they represented 15.7 percent of high school graduates that year, they represented less than 8.0 percent of the graduating classes in each of the postsecondary systems five years later.

This analysis provides evidence that the composition of baccalaureate recipient populations in 1987 did not reflect the high school graduating class five years before, particularly in terms of representation of Black and Hispanic students in these two graduating classes.

Comparison of degree completion levels in 1983 or 1984 with 1987: Each year, the high school graduating classes and postsecondary enrollment levels become more diverse. As such, the extent to which the composition of the baccalaureate degree recipient population diversified over time is a measure of progress in achieving the third goal in ACR 83.

Display 10 presents information on the population of degree recipients in 1984 and 1987 at the State University and University and in 1983 and 1987 at independent institutions. (Like the community colleges, AICCU member campuses report degree-recipient information by racial-ethnic categories only in odd-numbered years.) It should be noted that in order to get a true sense of degree attainment rates over those years, it would be necessary to follow individual students who enrolled during that period through to graduation. Such data are not available, and thus this report compares changes in degree completion rates with shifts in enrollment levels between 1984 and 1987. The Commission believes that valid inferences can be drawn from such comparisons but that in no way should they be considered definitive.

An analysis of Displays 8 and 10 indicates that the composition of the degree-recipient population in all postsecondary systems was more diverse in 1987 than in the earlier comparison year. However, much of this increased diversity reflects changes in the postsecondary enrollment base during the same time period, as discussed below for each system.

The California State University: The State University graduated 2,534 more undergraduates in 1987 than in 1984, which resulted in the awarding of 39,852 baccalaureate degrees. Shifts in the levels of degree completion indicate that Asian and Caucasian students graduated at levels roughly proportional to their enrollment, while American Indian, Black, Filipino, and Hispanic students continued to obtain degrees at levels substantially below their proportions of enrollment:

- American Indian student enrollment declined at the State University by 11.7 percent, while degree completion rates decreased by 27.8 percent. However, these shifts may be a function of changes in the definition of this racial-ethnic category, as discussed previously.
- While the enrollment of Black students decreased by 0.5 percent, their graduation rate for the same period declined by 12.0 percent.
- The enrollment of Hispanic students climbed by 19.9 percent, while their graduation rate increased by only 11.7 percent.

University of California: Overall, degree completion rates at the University of California improved from 1984 to 1987. The University conferred 27,672 degrees in 1984 to students who identified their racial-ethnic background and to 28,995 in 1987 -- an increase of 4.8 percent. While this increase was substantial, it was not commensurate with the 10.9 percent increase in enrollment levels for the same period. However, as noted earlier, it would be necessary to track students who entered the University between 1984 and 1987 through to completion in order to get a true sense for their retention levels.

Likewise, despite substantial and impressive growth in the diversity of enrollments at the University over the past three years and across-the-board progress in degree completion rates, rates of degree completion among underrepresented students continue to lag behind progress in enrollments levels.

- Relatively no change has occurred in the number of American Indians who received degrees, despite substantial increases in their representation in the student body.
- Asian students demonstrated remarkable success in obtaining undergraduate degrees over the period -- increasing by 24.9 percent while their enrollments increased by 26.1 percent. In other words, their level of degree attainment virtually kept pace with their dramatic growth in undergraduate enrollment.
- Completion of undergraduate degrees by Black students rose from 824 in 1984 to 884 in 1987 -- an increase of 7.3 percent. Given total increases of 3.8 percent in University undergraduate degrees conferred during that time, current Black degree attainment rates represent movement in real terms from 1984. However, when one compares an enrollment increase of 21.8 percent to this 7.3 percent increase in undergraduate degrees, retention problems among Black students at the University continue to persist.
- For Filipino students, their degree completion statistics, in contrast to their enrollment at the University, was impressive. While the proportion of Filipino students attending the University rose nearly 48 percent from 1984 to 1987, the corresponding figure for degree completion was nearly 75 percent.
- The degree completion statistics for Hispanic students attending the University are similar to those of Black students. While the number who obtained undergraduate degrees increased by 23.9 percent over the three years, their enrollment growth of 45.2 percent demonstrates that retention continues to be of crucial concern for this group of students.

Independent institutions: Of the 64 AICCU member institutions, 49 reported degree-recipient information that indicated that their population of graduates diversified somewhat since 1983. Further, the shifts in proportional representation of the degree recipient population were slightly more pronounced than their enrollment changes during the same period.

- Thirteen more American Indian students graduated in 1987 than in 1983, despite a decline of 242 such students enrolled. This growth represented an increase in American Indian degree recipients of nearly 17 percent in four years.
- The percent of Asian students attaining baccalaureate degrees increased over time, although less steeply than their enrollment growth.

- The number and proportional representation of Black students among degree recipients has decreased since 1983, although not as steeply as their enrollment decline. Sixty-nine fewer degrees were awarded to Black students in this period; at the same time, their undergraduate population declined by over 1,060.
- More Caucasian undergraduates received degrees, although their representation in the population of degree recipients decreased. This numerical increase occurred at a time when their number and percentage of undergraduates declined at these institutions.
- Hispanic graduates demonstrated the largest numerical and proportional increase other than that of Asian students -- with their 17.0 percent increase in degrees far surpassing their enrollment growth of only 3.3 percent.

Summary on degree completion levels (Goal 3)

Despite numerical gains in the baccalaureate degree recipient population for students from historically underrepresented backgrounds in all institutions, except for American Indian and Black students at the State University and Black students at independent colleges and universities, these gains were not commensurate with enrollment increases. As such, while these gains suggest that more of these students received degrees, they indicate that achievement of proportional levels of success in comparison to enrollment progress remains an illusive goal.

4 *Educational Equity: The State of the State*

THUS far, this report has focused on the goals enumerated in ACR 83 and the extent to which California's educational systems have implemented the recommendations developed by the Intersegmental Policy Task Force convened by the Commission in response to that resolution. Part Two of the report documented the systems' progress in implementing the Task Force recommendations and commented on particular aspects of those implementations that indicate the greatest potential for achieving the goals in ACR 83. Part Three revealed that actual progress in reaching these goals since the passage of ACR 83 in 1984 has been excruciatingly slow, despite the effort and innovations of the educational systems.

This section strives to broaden the discussion in several ways:

1. ACR 83 directed attention to postsecondary participation, transfer, and graduation rates -- an important, albeit limited, part of the educational spectrum. In this section, the Commission expands the scope to the entire continuum of education -- from kindergarten through the professoriate and administrative ranks.

2. Until now, the discussion has centered primarily on analyzing changes on an institutional-specific level with respect to students participating in postsecondary education. This section provides a broader, statewide context relieved, to a large extent, of micro statistics.

3. To this point in the report, the Commission has acted in its role as documentor of trends. In this section and in Part Five, it assumes its role as a policy evaluator and recommender. As such, Parts Four and Five present a culling from the statewide picture of the forces that account for the lack of documented progress, and they delineate future actions that the State should take to accelerate the rate of progress in achieving ACR 83 and broader educational equity goals.

The concept of educational equity

The concept of educational equity provides the foundation for the discussion that follows. In *The Role of the Commission in Achieving Educational Equity: A Declaration of Policy* (1988, page 1), the Commission defined the quantitative goal of educational equity as:

> when the composition of individuals at all educational levels, from elementary school through college faculties and administrative ranks, mirrors the demography of the State. Realizing this goal requires enhanced success at all educational levels such that there are similar achievement patterns among all groups.[1]

Implicit in this definition is the concept of an educational pipeline through which students progress from the early grades through various graduations until they enter "the world of work."

Status of educational equity in California as of 1986-87

In order to analyze the extent to which educational equity exists in California, snapshots of the composition of individuals at each educational level have been assembled from numerous studies into the statewide montage of Display 11 on the next page that charts the flow of students of various racial-ethnic groups along the educational pipeline from kindergarten to the faculty and administrative leadership ranks at both the pre-collegiate and postsecondary level. The 1987 year was chosen as the base because it is the year for which the latest fig-

1. In both ACR 83 and the Commission's policy declaration, a base is identified against which comparisons can be made to assess the extent of progress in achieving the goal. In the case of ACR 83, that base is the composition of a previous educational level; in the declaration, the base is the State population.

DISPLAY 11 Percent of Groups of Californians Reporting Their Racial-Ethnic Background

	Racial-Ethnic Categories					
	American Indian	Asian	Black	Caucasian	Filipino	Hispanic
1987 State Population	N/A	9.0%	7.5%	60.3%	N/A	23.2%
1987 Public School Students (K-12)	0.8	7.8	9.1	50.1	2.1	30.1
1986 High School Graduating Class	0.7	8.3	8.1	61.2	2.2	19.5
1986 University Eligibility Pool						
University of California	N/A	19.3	2.5	68.5	3.0	6.7
The California State University	N/A	15.1	3.1	70.3	2.3	9.1
1986 Freshman Class by System						
University of California	0.7	21.9	5.1	58.9	3.8	9.6
The California State University	0.8	15.3	6.3	62.8	3.6	11.2
California Community Colleges	1.5	7.0	8.6	63.8	2.3	16.8
1987 Community College Transfers						
University of California	1.0	14.0	3.6	68.7	2.3	10.4
The California State University	1.3	10.6	5.7	69.0	2.2	11.2
1987 Baccalaureate Degree Recipients						
University of California	0.6	18.1	3.2	68.1	2.5	7.4
The California State University	1.1	12.6	5.2	68.7	2.3	9.9
1987 Entering Master's Degree Program Class						
University of California	0.7	9.3	3.6	79.1	0.8	6.4
The California State University	1.1	9.5	4.1	77.5	0.9	6.9
1987 Master's Degree Recipients						
University of California	0.5	9.4	2.4	81.8	0.7	5.2
The California State University	1.1	7.7	4.2	80.9	0.5	5.7
1987 University of California Doctoral Students						
Entering Class	0.5	9.1	2.0	82.7	0.4	5.2
Graduating Class	0.4	8.0	2.6	84.8	0.2	3.9
1987 Public School Staff						
Teachers	N/A	3.4	6.2	82.1	N/A	6.7
Principals	N/A	2.2	8.6	79.8	N/A	8.3
Superintendents	N/A	0.6	1.5	94.0	N/A	3.0
1987 Full-Time Faculty						
University of California	0.2	9.2	1.8	85.0	N/A	3.2
The California State University	0.5	7.3	2.8	85.9	N/A	3.6
California Community Colleges	0.6	3.9	5.2	84.5	N/A	5.8
1987 Top Administrative Staff						
University of California	0.5	3.8	6.0	85.7	N/A	4.0
The California State University	0.6	4.7	9.0	79.4	N/A	6.3
Note: University eligibility rates are as follows:						
University of California	N/A	32.8%	4.5%	15.8%	19.4%	5.0%
The California State University	N/A	50.0%	10.8%	31.6%	29.5%	13.3%

Source: California Postsecondary Education Commission staff analysis.

ures are available. The exception to this generalization is the information presented on eligibility of students to attend California public universities. Because the Commission's latest report on that subject was based upon the 1986 high school graduating class, the eligibility pool and rate information are presented for that year. Further, the extent to which the eligibility pool and rates are tied to both the composition of the high school graduating class and the freshman class meant that 1986 was the operative year for these two educational levels as well.

Major differences among racial-ethnic groups in educational achievement patterns are evident on Display 11:

- Asian students were most successful in interacting with the school and higher education systems, as demonstrated by their proportions in the levels from eligibility pool through the Master's Program exceeding their representation in the State population. The exception to this pattern is the 1986 community college freshman class. However, the broad category of "Asian" masks differences among sub-groups, especially the rapidly increasing population of Southeast Asian refugees.
- Black students represented a smaller proportion of the population at each educational level beginning with the eligibility pool than in the State population, with the exception of the 1986 community college freshman class. Further, Black students represented a smaller proportion of the population at each successive educational level, with the exception of the 1986 community college freshman class.
- Hispanic students experienced the most difficulty of any racial-ethnic group in flowing through the educational system. Beginning with the high school graduating class, Hispanic students comprise a smaller proportion of each educational level than of the State population. Further, at each successive educational level, Hispanic students are proportionally less well represented than at the previous level. This trend is particularly troublesome because Hispanics are the largest population group in the State, next to Caucasians, and their proportional representation grows each year.
- Caucasian students were represented in greater proportions at each educational level, except for the 1986 freshman class at the University of California, than in the State population. Further, in terms of proportional representation, Caucasians consistently succeeded in advancing to the next level at a higher rate than their presence at the initial institutional level.
- The information on American Indian students was inadequate to make assessments, although their history indicates serious problems in their interactions with the California educational system.

There has been an indication that the somewhat encouraging trends in postsecondary educational participation noted in Part Three of this report have continued beyond 1987. If this is the case and those figures were presented, it is possible that a more optimistic picture of the current situation would emerge than that presented on Display 11. If these trends continue, future reports in this series will reveal greater movement toward educational equity. However, the inescapable fact is that educational equity is not and, based upon the findings in this montage, will not be a reality in the near future in California.

Major transition points in the educational continuum

Display 11 is cross-sectional in nature. As such, it does not chart the flow of specific individuals or groups of individuals through the educational pipeline. The Commission will be conducting a study in 1989 to provide information that is more responsive to longitudinal analyses than that which presently exists. Further, the development of the Comprehensive Student Information System will provide the opportunity for developing a longitudinal database in the future. Nevertheless, a careful examination of Display 11 reveals insights about the flow of students through the major transition points in the educational continuum.

1. *From school entry to high school graduation*

Students of various racial-ethnic backgrounds flowed through the public school system at different rates.

- While not delineated on the display, the most recent figures reported by Hodgkinson, on the basis of information from the State Department of Education, indicated the dropout rate from public school for Black students as 48 percent in 1986.
- The dropout rate from kindergarten to high school graduation for Hispanic students was 45 percent in 1986. Again, this trend is especially disturbing because of the size and rate of growth of the Hispanic population in California.
- Because of the disproportionate dropout rates among American Indian, Black, and Hispanic students, the proportional representation of Asian and Caucasian students in the high school graduating class of 1986 increased as compared to their representation in the public school population.

2. *From high school graduation to the eligibility pool of California's two public universities*

Prior to enrollment at the University or State University, a student must meet a set of admission requirements to be considered eligible to enroll. In 1986, the Commission conducted a study to determine the extent to which high school graduates were eligible to attend public universities in the State. The figures contained in the footnote to Display 11 are the estimated eligibility rates for each of the racial-ethnic groups to each of the public university systems. They indicate the percent of high school graduates of each racial-ethnic group eligible to attend the University or State University. The eligibility pool figures represent the percentage of *eligible* students who are of each racial-ethnic background.[2] While this display presents information on eligibility only for the State as a whole, the Commission study documented differences by gender within each racial-ethnic group and by region of the State.

The figures on eligibility for public universities in the State clearly indicate different pre-college achievement levels among groups that account for the subsequent postsecondary enrollment patterns evident in Display 11.

- Asian students represented approximately 8.3 percent of the high school graduating class statewide in 1986. However, nearly 19.3 percent of the students eligible to attend the University of California that same year were from Asian backgrounds. This is a result of Asian students achieving eligibility at a rate of 32.8 percent -- the highest eligibility rate of any racial-ethnic group.
- Although Black students represented 8.1 of the high school graduating class in 1986, they comprised only 2.5 percent of the eligibility pool to the University that year, based upon an eligibility rate of 4.5 percent.
- In 1986, Hispanic students represented nearly 19.5 percent of high school graduating classes statewide, but that same year only 9.6 percent of the pool of students eligible to attend the University of California were from Hispanic backgrounds because their eligibility rate was only 5.0 percent.
- There is slightly less disparity between the proportional representation in the 1986 high school graduating class and the State University eligibility pool among Asian, Black, and Hispanic students.

In this regard, it should be remembered that eligibility rates for each student group are computed on the basis of high school graduation statistics, or the "successes" through that point in the continuum. If these computations were based upon ninth grade enrollment figures, for example, the differences among groups in achieving eligibility would be even larger because of their differential dropout patterns at the secondary level.

3. *From eligibility pool to university enrollment*

With the exception of Caucasian students, all racial-ethnic groups enrolled as freshmen at the University and State University in greater proportion than their representation in the respective 1986 eligibility pools. This anomaly is attributable to two factors: (1) eligible Caucasian students deciding to attend institutions other than California public universities; and (2) Black and Hispanic students who were not eligible to attend these institutions being admitted through Special Action procedures.

2. The eligibility pool figures were computed by multiplying the number of high school graduates in 1986 in each racial-ethnic group by their corresponding eligibility rate. Based upon those calculations, a ratio of the number of students in each racial-ethnic group to the total number of eligible students was computed.

4. *From community college enrollment to university transfer*

- A smaller proportion of the community college freshman class, as contrasted to the high school graduating class, was composed of Asian and Hispanic students. On the other hand, there was a greater proportion of Black, Caucasian, and Filipino students in the community college freshman class than in the high school graduating class of 1986.
- The proportion of the transfer student population to both the University and State University who were Asian or Caucasian was higher than their respective proportion in the freshman class at the community colleges in 1987.
- Black and Hispanic students matriculated to universities in smaller proportion than their representation in the freshman community college class.

5. *From university enrollment to the baccalaureate degree*

For every group except Caucasian students, proportional representation declined between freshman enrollment and graduation at the University and State University, although most steeply for Black, Filipino, and Hispanic students at the University.

At this point in the continuum, many students opt to begin a career and forego further education temporarily or permanently. In the main, those who choose to continue their education will become the pool from which the next cadre of California leaders will emerge, i.e., the future doctors, lawyers, business executives and managers, and other professionals. Moreover, enrollment and completion of a graduate program is a condition for entry into the teaching profession at either the pre-collegiate or postsecondary level.

Transition points into the educational workforce

By the year 2000, California will replace over one-half of its elementary and secondary school teachers and 64 percent of its postsecondary faculty. Thus, while the imminent replacement of the public school and postsecondary professoriate may be regarded as an opportunity to diversify the racial-ethnic composition of these faculties, the prospect of achieving this result is diminished by several discouraging trends:

6. *From college graduation to graduate school enrollment*

The 1987 entering graduate school class was less diverse than the college graduating class at both the University and State University the same year.

7. *From graduate school enrollment to post-baccalaureate graduation*

The degree recipient population was less diverse in 1987 than the entering graduate school class of the same year.

8. *From post-baccalaureate graduation to education profession entry*

- In 1987, at the elementary and secondary school level, only 16.0 percent of the teachers, 19.0 percent of the principals, and 5.1 percent of the superintendents were from Asian, American Indian, Black, or Hispanic backgrounds. Almost half of the students taught in public schools that year were from these backgrounds.
- Although not presented on Display 11, the recent report *Unfinished Business* (Haycock and Navarro, 1988) indicates that, of the candidates in California enrolled in teacher credential programs in 1986, only 2.7 percent were Black and 7.2 percent were Hispanic as contrasted with 9.1 percent and 30.1 percent, respectively, in the public school population.
- At the college level, over 80 percent of the professors and administrators in leadership positions were Caucasian in 1987. That same year, less

than two-thirds of the freshmen enrolled in any postsecondary system were Caucasian.

The opportunity to diversify the teaching and professoriate ranks is further diminished by changing trends in the career aspirations among college students over time. A major national survey of college freshmen conducted annually by the UCLA Higher Education Research Institution (1988, pages 17-18) reported the following trends:

- In 1966, 7.6 percent of college freshmen nationally aspired to be elementary school teachers; in 1987, that figure was 5.0 percent.
- In 1966, 14.1 percent of the college freshman class nationally indicated an intention to become a secondary school teacher; in 1987, that figure was 3.1 percent for the nation.
- In 1966, 1.8 percent of the entering college class was interested in pursuing a career as a professor; in 1987, that figure was 0.3 percent.

Summary of these findings

Two general observations emerge from the findings presented in this section of the report:

1. In California today, students from historically underrepresented groups -- especially Black and Hispanic backgrounds -- are not flowing through the educational pipeline and transitioning across critical points of the continuum in adequate numbers to meet the goals of ACR 83 nor to achieve educational equity in the foreseeable future. This situation is especially problemmatic when one remembers that, each day, California is becoming more diverse ethnically, racially, culturally, and linguistically.
2. Unless this State develops an educational system that is more effective in assisting all students to flow through the pipeline, particularly those from the burgeoning Asian, Black, and Hispanic populations, whose children now are a majority of the elementary school students in the State, the system itself will be jeopardized in the future by the lack of educational professionals to meet the demands of a growing and increasingly pluralistic population.

5 *Conclusions and Recommendations*

FROM the preceding information, three major issues emerge to be addressed in this final section: the nature of education; the likelihood of achieving the goals of ACR 83 on the schedule specified in the resolution; and the factors that appear to have influenced the rate of progress to date in achieving educational equity in California. Following the discussion of these issues, the Commission offers recommendations to guide State decision-makers in developing policies, practices, and programs that will create greater educational equity, and, consequently, a more equitable California.

The nature of education

Education is structured as a continuum that begins in kindergarten and continues through various graduations. Further, education is a sequential and cumulative process that depends on the knowledge and skills mastered at the previous level. As such, if students matriculate from elementary school unprepared for secondary school or graduate from high school lacking basic skills, the task of succeeding in future educational endeavors becomes increasingly more difficult. Fundamentally, then, there are no "quick fixes" in education.

Given the sequential nature of the educational process, observing real change in educational attainment among groups for which there is a long-standing history of underpreparedness will take approximately 16 or more years. That is, obtaining a baccalaureate degree requires at least 16 years of schooling, and it will take at least that long for comprehensive reforms to affect significantly the achievement patterns documented earlier in this report with respect to American Indian, Asian, Black, and Hispanic students. Diversifying the professoriate and administrative levels of the public schools and postsecondary institutions will take even longer because education beyond the baccalaureate is requisite for entering these ranks. *Therefore, since increasing numbers of future Californians will come from presently underrepresented backgrounds, an urgency exists that compels the State to commit today to achieving educational equity if it expects this situation to change shortly after the turn of the century.*

Likelihood of meeting the ACR 83 goals on the prescribed time schedule

Given the time lag discussed above in changing educational achievement patterns, the schedule specified in ACR 83 was unrealistic for achieving the goals concerning the racial and ethnic composition of the 1990 college freshman class and community college transfer population. Interventions in secondary schools -- where 1990's freshmen were already enrolled when the Policy Task Force completed its report -- have resulted in marginal improvements, but were begun too late in the educational process to reverse previous patterns of underpreparation in four years. The goals could not be met on the established schedule because of the long, cumulative nature of the educational process, exacerbated by differences in patterns of educational attainment of students from different backgrounds, as illustrated in Display 11.

Despite the ambitiousness of the schedule, ACR 83's goals and implementation recommendations are appropriate and should not be altered. As such, they should continue to guide the actions of the educational community. Moreover, the Resolution has offered several long-term benefits with respect to the achievement of educational equity:

- It focused the attention of the educational systems on the crisis confronting the State with respect to educational equity.
- The recommendations that emerged from the deliberations of the two task forces have led to the development of promising initiatives with regard to a critical section of the educational con-

tinuum -- secondary school entry through baccalaureate graduation.

- Biennial reports documenting progress in achieving the goals specified in the resolution provide a vehicle for monitoring changes in the rate of movement over time and the effect of policies, programs, and practices on that rate.
- Most important, ACR 83 offers the possibility that the findings and conclusions of the studies it prompted will be accorded the attention they deserve in the State policy-making process.

Probable factors affecting the rate of progress in achieving educational equity

Despite the gloomy picture of the extent of movement over the last 20 years in achieving educational equity that the facts in this report reveal, the categorical programs developed and implemented by the educational systems during these two decades have contributed significantly to the progress that has been made to date and without which the situation would undoubtedly be worse. The Early Academic Outreach Program, pre-college MESA, Cal-SOAP, and the Minority Engineering Program, among others, have demonstrated that students who participate in these carefully planned interventions succeed educationally in proportions that are impressive and that evidence progress in achieving educational equity goals. These results provide the basis for the Commission's optimism that educational equity is an achievable goal.

In order for this optimism to be realized, however, identifying and comprehending the factors related to the slow rate of movement toward achieving educational equity in the past is a major step in designing policies and implementing strategies to accelerate the pace in the future. To this end, the Commission has analyzed the findings in this report and other studies with an eye to understanding the matrix of complex, interrelated, and to some extent, enigmatic factors that influence the interaction between students and educational systems.

The major factors that appear to have contributed significantly to the current dismal situation are: abdication of responsibility, lack of meaningful State policy, inadequacy of State resources, and institutional reluctance to change. Although these factors are inextricably interwoven, they are discussed separately below for the sake of clarity.

Abdication of responsibility or "it's your fault" syndrome: Achieving educational equity is a total societal responsibility, not one that rests exclusively with the educational community. Among other reasons compelling a collective response to achieve educational equity is the pervasive influence of socioeconomic realities on a student's readiness to learn and on the quality of the educational environment to which the student is exposed. Given that nearly one-quarter of California's children -- including a disproportionate number of Black and Hispanic youngsters -- are raised in poverty and significant numbers of others only slightly above the poverty line, the attendant physical manifestations -- inadequate health care, housing, and nutrition -- of this condition and the resultant psychological consequences -- low self-esteem and expectations of the future -- places them at a disadvantage even before they begin their schooling. Put metaphorically, if educational equity is to be realized, then the extent to which all children begin their educational careers on a "level playing field" is critical. While the responsibility for educating all children rests squarely with the academic community, there has been a lack of a concerted, global, and integrated approach to equalize the "playing field" by all sectors of California society.

Lack of meaningful State policy: There has been a lack of coherent State policy concerning the importance to California of achieving educational equity goals. Past administrative and legislative policies have been ad hoc, piecemeal directives to the educational systems that are short-lived and focused narrowly on the postsecondary access portion of the pipeline rather than on an understanding of the entire continuum. Mandatory for achieving educational equity goals are serious and careful consideration of educational policies that have long-term planning strategies at their core and are integrated with other policy foci of the State.

Inadequacy of State resources: Directly related to the lack of a coherent educational policy has been inadequate resource allocations to address the magnitude of the inequities in our society, both educational and otherwise, among individuals from dif-

ferent racial-ethnic and socio-economic backgrounds. Resource allocations in the past simply have been inadequate to address educational inequities. The need for additional resources merely to maintain the status quo, with its slow rate of progress in achieving educational equity, will only intensify because of the expanding number of students to be educated in this State from backgrounds in which their first language is other than English or in which manifestations of poverty must be overcome in order for learning to occur, the intractability of the educational systems' structure to adapt to changing student populations, and the competing State priorities within, among, and outside of education. To accelerate the level of progress will require substantial increases in State and institutional resources and reprioritization of existing funds to support major systemic efforts as well as the expansion of successful categorical programs that are interventionistic and focused in nature.

Among examples of the inadequacy of resources to achieve this goal are the following:

- Students who participated in the Early Academic Outreach Program (administered by the University of California) achieved eligibility to the University at a rate of 34 percent as compared to the statewide rate of 14.1 percent, despite the fact that the program serves only students from backgrounds historically underrepresented in postsecondary education. However, due to limited resources, the program is able to serve only 5 percent of the State's American Indian, Black, and Hispanic secondary school students. Consequently, the magnitude of change necessitated on a statewide level to achieve educational equity is not forthcoming because this, as well as other, effective programs with similar records of success are unable to expand to serve a greater proportion of these populations.
- Training new teachers and re-training experienced teachers to educate the changing student population requires a significant investment that, thus far, the State has not made.
- Admitting students to California's public universities through the Special Action process creates a situation in which freshmen, in terms of their high school record, are considered to be unprepared for admission. In order to promote their success and that of any student experiencing academic difficulties in those systems, resources for support services are critical, and yet are often inadequate to meet fully these needs. Again, cumulative years of inequities in preparation require time and resources to overcome.

The inadequacy of resources to achieve educational equity will continue as long as the State faces real revenue shortfalls and those imposed by the implementation of the Proposition 4 (Gann) appropriations limitation.

Institutional resistance to change: Education has a history deeply rooted in traditions of wealth and privilege. A relatively short time ago, education in this country, particularly beyond high school, was reserved primarily for individuals who were Caucasian, male, and from middle class or wealthy families. Only since World War II have the doors of higher educational institutions, in particular, been open to a more egalitarian clientele. Schools, colleges, and universities, like all systems, adapt slowly to change. This lack of adaptation in education is evident in a number of ways:

- Resistance to curricular and pedagogical changes that would respond to the strengths and needs of this new student clientele;
- Institutional practices that have as their function the sorting of students in a fashion that provides, either on objective or subjective grounds, differential opportunities for educational achievement; and
- Behavioral patterns on the part of educational professionals and classmates that inhibit attainment and alienate students from the educational process.

Until educational institutions are better able to adapt and respond positively to this new and more diverse student body, educational equity will remain an illusion.

Conclusions and recommendations

There are monumental opportunities and challenges for California in the future as it becomes the first mainland state in which no single racial-ethnic group will comprise a majority of the population. By addressing clearly, effectively, and quick-

ly the factors identified in this report as influencing the rate of progress in achieving educational equity, the Commission's vision of a future California can be realized. Specifically,

> The Commission envisions a California of tomorrow as one in which the characteristics of Californians -- ethnicity, race, language, socioeconomic status, gender, and home community -- do not determine educational accomplishments and achievements. This vision is one in which all Californians have an expanded opportunity to develop their talents and skills to the fullest, for both individual and collective benefit (1988, page 1).

To that end, and based upon the discussion of these factors, the Commission offers the following seven policy recommendations directed primarily to the Governor and Legislature, as ACR 83 was directed primarily to the educational systems:

Collective responsibility for achieving educational equity

CONCLUSION 1: All members of society need to understand the importance of educational equity to the long-term health of California economically, technologically, and politically; Californians need to acknowledge the individual and collective dividends that diversity and pluralism bring this State; and, policy makers need to face issues of finance that are relevant for addressing these imperatives in order to accelerate the rate of progress and make educational equity a reality.

RECOMMENDATION 1: The Governor and Legislature should take the leadership in developing a statewide consensus on the importance of educating all children to be productive members of this society.

Under the guidance of the executive and legislative branch, an effective public relations campaign should be designed to inform Californians of the economic, social, and political benefits to the State and its residents of achieving educational equity. The Commission, in collaboration with appropriate organizations such as the California Education Round Table, the California Business Round Table, and media associations, should coordinate this campaign with the intended outcome of having all sectors of California understand the importance of educational equity and assume individual and collective responsibility for its attainment.

Comprehensive and unequivocal State policy with adequate resources to achieve educational equity

CONCLUSION 2: The sequential nature of the educational process requires that children acquire a foundation and appreciation for learning in the elementary school years. Major systemic efforts are most cost effective early in the process; subsequent interventions may assist at the margins but are more costly and less likely to overcome the academic and consequent psychological effects of initial negative learning experiences.

RECOMMENDATION 2: The Governor and Legislature should establish as fundamental the goal of developing quality educational programs at the elementary school level.

Enhancing the quality of elementary school education will require additional resources and reprioritization of existing funds. A major aspect of providing a quality education to all students is narrowing the resource gap among schools, particularly in wealthy and poor areas of the State. Postsecondary educational institutions should reconsider their past reluctance to collaborate in efforts at the elementary school level. They would benefit from developing programs with elementary schools and they should be encouraged to view these programs as long-run investments in their future students.

CONCLUSION 3: Californians have been fortunate in the past with respect to access to two quality public university systems. A student considered eligible on the basis of academic requirements was admitted to the system and had the opportunity to earn a quality education at a modest cost. However, only if the State prepares carefully to accommodate the projected enrollment demands will this situation continue.

RECOMMENDATION 3: The Governor and Legislature should reaffirm the State's historic commitment to admit all eligible students to the University of California and California State University. Likewise, the commitment to admit a specified percentage of students by the Special Action process should be maintained.

Only if this guarantee continues to be available can all students prepared to attend a baccalaureate granting institution be assured of a quality education at modest expense. Clearly, with this reaffirmation comes an obligation on the part of the Governor and Legislature to expand existing campuses and facilities and plan for new ones -- both actions necessitating additional State resources to be allocated for these purposes -- and to fund fully enrollment growth in these systems.

At present, the University admits 6 percent of its students and the State University admits 8 percent of its students through the Special Action process. This process has become a means by which American Indian, Black, and Hispanic students who are considered not fully prepared to attend these universities, on the basis of their previous academic record, have been admitted. Commitment to maintaining this avenue of entry into these universities is essential, particularly while the systemic changes in the public schools are too new to affect significantly the rate of progress in achieving educational equity.

CONCLUSION 4: Enhanced educational attainment occurs most substantially when systemic change is initiated. Even under these conditions, however, supplemental programs may be required to assist individual students in their educational endeavors. Further, several of these programs have demonstrated effectiveness in accelerating the pace of movement toward educational equity.

RECOMMENDATION 4: The Governor and Legislature should promptly determine those programs and practices at each educational level that are most effective in enhancing the educational success of American Indian, Black, and Hispanic students and provide resources to expand those efforts.

At present, supplemental programs provide assistance to only a small proportion of students statewide from backgrounds historically underrepresented in postsecondary education. Expansion of programs that effectively and efficiently enhance the achievement levels of these students could hasten educational attainment for them on a statewide basis.

A rare opportunity exists within the next 15 years to hire over half the instructional staff of Californfornia's public schools, colleges, and universities. However, the small proportion of American Indian, Black, and Hispanic students completing the first 12 years of the educational continuum, as well as Asian students later in the pipeline, substantially diminishes the extent to which we can take advantage of this opportunity. Unless greater numbers of these students graduate from high school prepared for admission to postsecondary education, unless colleges and universities assist greater numbers of these students to be retained to graduation and encouraged to pursue academic careers, and unless graduate programs provide the financial resources and tutelage to sustain these students, this fleeting opportunity to alter the composition of academia will be lost for at least the next 30 years.

Both public universities and independent institutions have developed pilot programs and practices to encourage students from historically underrepresented backgrounds to pursue teaching careers. Expansion of the most successful of these efforts, both in terms of participant numbers and earlier interventions, is needed to develop a cadre of academicians prepared to become part of the faculty in California's public schools and its colleges and universities in the future.

CONCLUSION 5: Uncertainty among parents and students about the requirements for admissions and strategies about financing a higher education are disincentives to prepare for college. Put simply, only if college is viewed as a realistic option by parents and their children in the early grades is there any reason for students to enroll in a college preparatory course of study and pursue postsecondary educational goals, particularly those requiring post-baccalaureate studies.

RECOMMENDATION 5: The Governor and Legislature should guarantee to fully support any student with demonstrated need who prepares to pursue a college education.

Parents should be informed early in their child's schooling of the academic requirements for college entry and the commitment of the State to finance postsecondary education for all prepared students with a demonstrated need. The following set of rec-

omendations address manifestations of this commitment at different educational levels.

RECOMMENDATION 5A: The Governor and Legislature should expand its Cal Grant Programs in order to provide resources, in the form of grants, to all income-eligible and prepared students to attend the college of their choice.

The primary State-funded program to provide financial assistance to students pursuing a college education is the Cal Grant Programs. In 1988, less than one-half of the income-eligible and prepared students received awards from the Cal Grant A program; less than one-fourth of the students eligible for a Cal Grant B received an award that same year. Additional resources must be directed to these programs, both to expand the number of awards and the grant levels.

RECOMMENDATION 5B: The Governor and Legislature should ensure that financial resources to meet college costs will be available to low-income students, preferably in the form of grants, as long as they make reasonable progress toward college graduation.

Increasingly, few students graduate from college in four years. American Indian, Black, and Hispanic students often take longer than other students. Continued availability of financial assistance, particularly grants, will encourage the retention of these students.

RECOMMENDATION 5C: The Governor and Legislature should expand graduate financial assistance programs for low-income students.

A deterrent to pursuing a graduate education is its cost both in terms of attendance and deferred income. When these costs are coupled with the indebtedness with which many students graduate from college, few students decide to enter graduate school for careers that are considered by today's standards unlucrative. The State needs to encourage students to pursue post-baccalaureate studies by providing resources to finance graduate education such that no additional burdens are assumed by low-income students who are considering this choice.

Adaptation to a diverse student body

CONCLUSION 6: Differences in the quality of theinteraction between students and educational systems are reflected in a number of behavioral outcomes:

- Attrition: The attrition rates for Black and Hispanic youngsters are staggeringly high and should be unacceptable to State policy leaders. Nearly one-half of the children from these backgrounds who enter elementary school do not become high school graduates. The societal consequences of this behavioral pattern are devastating in that individuals who do not graduate from high school are more likely to:
  - -- lose a job;
  - -- be dependent on social services for their survival;
  - -- be incarcerated;
  - -- be non-contributors to the tax base of the State; and
  - -- be non-contributors to the Social Security system.
- Achievement gap: The recent report of the Achievement Council (Haycock and Navarro, 1988) documents that the initial achievement differences between Black and Hispanic youngsters and their Asian and Caucasian classmates widen with each passing year in school. The consequence of that broadening gap is substantial differences in performance among these groups that are reflected in college admissions test scores, grade-point averages, and college eligibility rates.
- Enrollment in college preparatory courses: According to the Commission's 1986 eligibility study, over 90 percent of Black high school seniors and 88 percent of graduating Hispanic students in 1986 had not completed a college preparatory course of study. That fact, alone, accounts for their numerical and proportional lack of representation in the college eligibility pools in the year documented in Display 11.

Gaps in achievement in elementary and secondary school appear in postsecondary education as well. Not surprisingly, then, American Indian, Black,

and Hispanic students enroll in college at a lower rate than their Asian and Caucasian classmates.

These findings indicate that an outcome of the present educational system is a sorting process which serves to limit future opportunities for some students. At the beginning levels of education, those students are from American Indian, Black, and Hispanic backgrounds; later in the educational process, the options for Asian students become limited as well.

RECOMMENDATION 6: The Governor and Legislature should stipulate that a primary mission of educational systems is to prepare students for the next level of education.

At all educational levels, the preparation of students occurs through access to:

- Rigorous curricula;
- Competent faculty;
- High expectations and encouragement of students on the part of educational professionals; and
- Adequate resources to support the general learning process and to provide supplemental assistance to individual students, as needed.

The following two recommendations address manifestations of this decree at different educational levels.

RECOMMENDATION 6A: The Governor and Legislature should declare that the primary mission of the public schools and community colleges is to prepare all students for the next educational level or for attainment of a vocational certificate.

The specific implications of this recommendation are:

- Elementary school students should be prepared to succeed in secondary school;
- Secondary school students should gain the skills and knowledge to enroll in college; and,
- By directive and concrete action, the transfer function should be viewed as a major focus of community colleges and their students encouraged to pursue this option or the attainment of vocation degree certificates.

Clearly, not all students will matriculate to the next educational level. Nevertheless, implementation of this recommendation would result in students graduating from high school and community colleges with both substantive skills and knowledge relevant to future productivity in education or "the world of work" and the opportunity to make decisions about their lives, rather than be limited in their future aspirations.

RECOMMENDATION 6B: The Governor and Legislature should establish that racial-ethnic and gender diversity among public school and postsecondary faculty is a major policy goal to be achieved through preparation of American Indian, Asian, Black, Filipino, and Hispanic undergraduates for their enrollment and success in graduate programs.

Preparing students for graduate study is a responsibility of the faculty who teach undergraduate courses. Encouragement and mentoring of undergraduate students from backgrounds historically underrepresented in teaching cadres will be required in order to diversify the public school and postsecondary faculty during this period in which hiring of over half of the future elementary and secondary school teaching positions and 64 percent of college instructional positions will take place.

CONCLUSION 7: For educational equity to become a reality, not only compositions of student bodies but institutional climates and characters should reflect the diversity of the State as a whole. Important aspects of the institutional climate are:

- Educational professionals -- teachers, professors, counselors, administrators -- who can serve as role models and mentors for students;
- Curriculum and library offerings that recognize the contributions to society and achievements of individuals of various ethnicities, races, and genders.
- Pedagogical strategies that build on the strengths of individual learning styles; and

- Institutional and personal interactions that are characterized by mutuality of respect and equitable treatment.

Learning in this kind of environment will better prepare students to live in the multi-cultural mosaic that is increasingly California and the world.

RECOMMENDATION 7: The Governor and Legislature should create incentives to encourage the development of educational environments that foster multi-cultural and multilingual pluralism through their curricular offerings, pedagogy, student and counseling services, research, and public service.

A strategy for encouraging educational systems to create learning environments responsive to the pluralistic nature of the State and its students is through the development of incentives and rewards that respond to institutional values and prerogatives. The State should establish a funding mechanism that provides additional resources to schools and postsecondary institutions to develop innovative and experimental programs and practices for that purpose. If new resources are not available, the State should support creative ways to make alternative use of existing resources -- such as unspent funds that would normally revert to the State -- to implement this recommendation.

Concluding comment

In the words of A. H. Halsey of Oxford University, who served as chair of the evaluating team of the Organization for Economic Cooperation and Development that visited California in the spring of 1988 to analyze its educational system,

> The burden of incorporation into a pluralistic society has to rest centrally on the integrative capacity of the educational system. California may be the crucial and is certainly a fascinating test case of the capacity of an educational plan to unite a prosperous State.

This is a test that California must pass.

Appendix A Assembly Bill 101 (1987)

CHAPTER 594

An act relating to education.

[Approved by Governor September 12, 1987. Filed with Secretary of State September 14, 1987.]

LEGISLATIVE COUNSEL'S DIGEST

AB 101, Chacon. Education: task force on intersegmental policy: low-income and minority students: college preparedness.

Pursuant to legislative resolution, an intersegmental policy task force was convened to adopt a plan and to make recommendations to strengthen the college preparation of low-income and underrepresented ethnic minority high school students. The task force has submitted its recommendations to the Legislature.

This bill would require that the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and would request that the Regents of the University of California, report by June 30, 1988, as specified, regarding implementation of the task force's recommendations.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) That California's non-Asian ethnic minorities will comprise nearly half the state's student population by the year 2000.

(b) That California's non-Asian ethnic minorities drop out of the state's public universities at rates approaching 60 percent.

(c) That California's non-Asian ethnic minorities drop out of the state's public high school at rates approaching 40 percent.

(d) That the Legislature passed Assembly Concurrent Resolution 83, Resolution Chapter 68 of the Statutes of 1984, creating the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 to make recommendations to improve minority student high school and college graduation rates.

(e) That the Intersegmental Policy Task Force has submitted its recommendations to the Legislature in the report Expanding Educational Equity in California's Schools and Colleges.

(f) That the Legislature, in order to effectively formulate its own response to the report, requires status reports from each segment of public education on its implementation of its recommendations, including the specification of any impediments to implementation, especially those requiring legislative remedy.

SEC. 2. (a) The State Department of Education, the Board of

Governors of the California Community Colleges, and the Trustees of the California State University, are each hereby directed to, and the Regents of the University of California are hereby requested to, report individually by June 30, 1988, on the implementation of the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83.

(b) The reports shall be filed with the President pro Tempore of the Senate, the Speaker of the Assembly, the chairpersons of the Senate and Assembly education committees, the chairpersons of the Senate and Assembly fiscal subcommittees which consider any of the budgets for any segment of public postsecondary education, the author of Assembly Concurrent Resolution 83 (Resolution Chapter 68, Statutes of 1984), and the California Postsecondary Education Commission.

(c) Each report shall specify in detail each of the following:

(1) The extent to which the reporting segment of public education has implemented each of the task force report recommendations appropriate to it. Discussion of recommendations intended to be implemented in the future shall, for each recommendation, include a plan, timeline, and budget for implementation.

(2) Impediments to implementation of any recommendation appropriate to the reporting segment of public education and either a plan, timeline, and budget for overcoming the impediments or a rationale for the lack thereof.

(3) Identification of any recommendation appropriate to the reporting segment of public education which it intends not to implement, irrespective of impediments or absence thereof, and the rationale for the decision.

(4) New legislation which the reporting segment of public education believes necessary to implement any of the recommendations appropriate to it.

SEC. 3. Within 60 days of the receipt the report of each segment of public education, as required by Section 2, the California Postsecondary Education Commission shall evaluate the contents thereof and report its comments to the Legislature.

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Report of the California State Department of Education

OCT 18 1988

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Bill Honig
Superintendent
of Public Instruction

October 11, 1988

Kenneth B. O'Brien
Interim Executive Director
California Postsecondary Education Commission
1020 Twelfth Street, Third Floor
Sacramento, California 95814

Dear Mr. O'Brien:

AB 101 (Chapter 594\87) requests the Department of Education and the California public postsecondary education institutions to report on our efforts to strengthen the college preparation of low-income and underrepresented ethnic minority high school students and to respond to the recommendations of the ACR 83 report. The enclosed report discusses the relevant activities of the Department and the K-12 segment.

Our public schools cannot be considered fully successful until the numbers of underrepresented and minority students who are fully prepared to enter postsecondary education equal the percentage in their graduating high school class. We are committed to achieving the goals of ACR 83 and are interested in comments and suggestions you and your staff may have on how we may strengthen our joint efforts to improve the participation of underrepresented groups in postsecondary education.

Best regards,

Bill

Bill Honig

BH:djh

Enclosure

STATE DEPARTMENT OF EDUCATION
PROGRESS REPORT
IMPLEMENTATION OF ASSEMBLY CONCURRENT RESOLUTION 83
JULY 1, 1988

Expanding Educational Equity in California's Schools and Colleges was prepared pursuant to ACR 83 of 1984 (Assemblyman Chacon) and recommended that the respective leaders of each segment report their progress on implementation of its recommendations to the California Postsecondary Education Commission annually. The Department submitted an annual update report in June 1987. Chapter 594 of 1987 (AB 101) requests that an updated version of this report be provided in June 1988. This response is the annual update for 1988 and addresses the recommendations of ACR 83 that concern elementary and secondary education and outlines Department of Education activities and plans related to these recommendations.

The ACR 83 report recognized the resource limitations of the segments and stated that "substantial new dollar commitments will be needed to finance education equity and excellence." To this end, the Department has worked with the segments to form an intersegmental budget committee which has prepared joint budget proposals for the purpose of increasing the participation of underrepresented groups in higher education. Although most of the budget proposals do not appear to have been successful in the current budget process, the segments are in agreement on the importance of continuing this joint effort to obtain needed funding.

The Department and the State Board of Education are committed to achieving the goals of ACR 83. As the Superintendent of Public Instruction stated in his response to the original report, "Quality education, especially for poor and minority students, is built on a solid foundation composed of a rigorous core curriculum and adequate financial support. Piecemeal solutions are not an adequate response to our state's educational needs. The Department of Education will continue to work with the leaders of the other educational segments (through the Educational Round Table) to ensure a coordinated and comprehensive approach to addressing educational equity and excellence." Despite the fact that new resource commitments through the State Budget have been limited, the Department has modified existing plans and programs and redirected resources in a number of areas in order to better address these important issues.

Recognizing that the cumulative accomplishments of special programs and pilot projects will never be enough, Superintendent Honig is determined to urge institutional responses at all levels of our educational system. The Department is currently working on

a strategic plan to improve the college preparation of students from underrepresented backgrounds. To support this effort, Superintendent Honig has appointed a special advisory committee of leaders from public schools, the community, and postsecondary education institutions to assist in refining and implementing this strategic plan.

The advisory committee will assist the Department in developing an infrastructure of information, training incentives, and expectations which will motivate and enable districts to plan for improvements in college-going rates. Initial efforts will focus on strategies to promote increased awareness and understanding of inequities in college access as well as commitment to improved college preparation of all student populations. Currently under development are several publications that will be resources to assist schools in improving the overall academic performance and college preparation of students from backgrounds underrepresented in postsecondary institutions. The strategic plan will emphasize institutional commitments to change as opposed to a "special programs" approach to college preparations but will build upon successful efforts in many fine small-scale programs. This advisory committee and Department staff will also be working closely with the Outreach and Student Preparation Cluster Coordinating Committee of the Intersegmental Coordinating Council. All of these efforts will be designed to make the public school system a fuller partner with postsecondary institutions in college preparations of students from underreperesented backgrounds.

The following information is listed according to the numbered recommendations of the ACR 83 report:

Recommendation 2.1

Elementary school students and their parents should be introduced to college as a realistic option and to the requirements that students must meet during junior and senior high school to be prepared for college.

The Department is committed to ensuring that each student upon completion of elementary school has the knowledge and skills necessary to establish a foundation for success in college preparatory curriculum at the intermediate and high school level. By ensuring mastery of the full elementary curriculum, we make college a realistic option for all students.

In January 1986, the State Department of Education initiated an effort with the University of California to involve parents more in the education of their children. The California State University system has been invited to participate in the joint effort. The UC/SDE Joint Subcommittee on Parent Involvement has

been meeting regularly and has been concentrating their activities in four primary areas:

1. Parent Hotline

   A pilot telephone hotline system has been established in San Diego County for parents. A community planning group identified subject areas to be included in a series of taped messages in both Spanish and English. An early assessment of the hotline indicates that it is being utilized and is an important source of information, particularly for minority parents who are frequently alienated from their local schools. The hotline provides information about such topics as alcohol and drug abuse, university and college opportunities (CSU, UC and Community Colleges), parent-teacher conferences, and activities parents can undertake with their child to enhance academic achievement. Expansion to other regions of the state is planned during the 1988-89 school year.

2. Brochure for Parents and Students on High School Graduation/College Opportunities

   "The Parents as Partners: Planning Early for Your Children's School Success and College Attendance" brochure was developed by the Joint Subcommittee to provide information to parents about activities that they can carry out at home to ensure their children's success in K-12 education and college. The brochure has been extremely well-received, and all 56,000 copies in English have been distributed to parents through school districts, UC, and CSU outreach offices, county offices of education, public libraries, and the parent conferences mentioned below. Twenty-five thousand copies will soon be available in Spanish. Plans are underway to obtain funding for additional copies.

3. Parent Conferences

   A series of conferences especially targeting Black, Hispanic and low-income parents of elementary and junior high school students have been held in cooperation with UC, community colleges, state university campuses, and school districts to inform parents about college opportunities and activities that they can carry out at home to help their children succeed in school. Conferences have been held in Los Angeles (2), Salinas (2), Fresno, San Francisco, and more are being planned for Chico and Calexico. More than 3,000 parents of minority students have attended. The conferences have been a principal avenue for

distributing the above-mentioned brochure. In most cases, the local groups have continued to have the conferences as an annual event after the Joint Committee's initial involvement.

4. Incorporation of Teacher Involvement in Teacher Preparation Programs

A meeting was recently held with the UC Deans of the Schools of Education to discuss the content of teacher preparation programs insofar as parent involvement is concerned. The intended outcome is to develop a component which instructs future teachers about the relationship between parent involvement and student achievement and helps teachers to promote closer home/school partnerships.

Recommendation 2.2

California's junior high schools should be the subject of a special review to determine how well they serve students in terms of motivating and preparing them for senior high school and college-level work.

Superintendent Bill Honig established a Middle Grades Task Force to study and make recommendations about what contributes to effective schooling at the middle grade level. The task force issued a report titled, Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools. The report presents a reform agenda for meeting the social and academic needs of students in grades six, seven and eight. As a result of the report, the SDE established an administrative unit within the Department to oversee and implement the more than 100 recommendations contained in the report. One of the recommendations that is currently being implemented is the establishment of 115 "state-of-the-art" middle schools which will act as catalysts for middle grade reform. Ten of the schools have been designated as "foundation schools" and will coordinate regional partnerships between the SDE, schools, colleges and universities, and county offices of education to promote school reform. Each of the 10 regions will identify common objectives based on the recommendations contained in the report. One section of the report addresses the issues of academic counseling, access of all students to a strong core curriculum, and practices which keep Blacks, Hispanics, and other minorities outside the strong academic mainstream. Because of the large number of high minority schools involved in the program it is expected that some of the regional networks will choose to organize their objectives around these issues. Forty three (39%) of the 110 schools are comprised of student bodies with more than fifty percent minority and

thirty-five percent of the students in the schools in the program are Hispanic compared to thirty percent for the state.

The Department is also jointly administering a collaborative effort with the California State University system which provides enrichment activities in preparation for college for junior high students. The College Readiness Program utilizes CSU interns to provide academic enrichment activities for students in intermediate schools with enrollments of 500 or more and with Black or Hispanic populations of 40% or more. Although 183 schools met this criteria, ultimately, only 20 schools were funded. Program expansion for 1988-89 was included in the Intersegmental Budget Proposal, but was not included in the final budget submitted by the Governor. We are seeking expansion funds for 1989-90. A first year evaluation report indicates that the program has been effective in increasing the number of ninth graders who enrolled in algebra and college preparatory English classes. Additionally, positive changes were observed in the extent to which students were interested in attending college.

Recommendation 2.3

Eighth-grade students should receive an assessment of their strengths and weaknesses in basic academic skills that allows them to develop their educational plans through junior and senior high school.

In the past six years, the Department has made steady progress in improving the usefulness of statewide assessment efforts. The California Assessment Program which tests achievement in reading, written expression, and mathematics at grades 3, 6, 8, and 12, has been upgraded and expanded to reflect the priorities of our new, more challenging curriculum. History-social science and science are now tested at grade eight and are under development for grades 6 and 12. For the first time, in the spring of 1987, a writing assessment was included in the eighth grade test. The grade eight test and the new grade 12 test emphasize higher order thinking skills, reinforcing the emphasis of the strengthened state curriculum to ensure that students are able to use what they learn to draw inferences, solve problems, and think critically. Although the CAP testing program by law is not designed for evaluating individual students, it does provide information at the school level for evaluating the content and delivery of the curriculum. This is extremely useful information for schools trying to improve their curriculum and the performance of their students.

In a second major testing initiative, Comprehensive Assessment, we have collaborated with test publishers, researchers, and districts on a variety of pilot projects designed to eliminate redundancy in local and state testing and to provide individual

student assessment data. By combining the requirements of CAP, the local district proficiency requirements, and nationally normed standards, we hope to be able to improve the usefulness of individual student data, reduce the overall testing time required for the individual student and provide the major program evaluation data needed by the state. One of our pilot projects in this area, the (CAS) 2 Project, tested 25,000 eighth graders in 25 school districts. This year, the Governor's original budget proposal contained an augmentation of $750,000 to support the further development of a Comprehensive Assessment System. If these funds are available, we plan to study the advantages and disadvantages of several of the consolidated models of testing.

The Department is continuing to work with the California Educational Round Table Subcommittee on Student Assessment. This group which was created in mid 1985, has now produced a draft report which provides an overview of educational assessment at the local state and national levels and describes the assessment systems that have been initiated by the state's educational institutions. The report, Systemwide and Statewide Assessment in California, also defines the most pressing educational assessment policy issues and suggest ways of addressing them. The effect of assessment programs on minorities is one of the areas identified for further study. Issues for discussion include the consistency of testing and curriculum; the potential of early assessment, counseling, and remediation for making higher education more accessible; the effects of assessment on retention; the appropriate timing of assessment in order to motivate rather than discourage students; and the potential for bias in testing instruments and procedures. The Department is currently working with the Intersegmental Coordinating Council Cluster Committee on Curriculum and Assessment to develop a workplan for 1989 to address these issues.

Recommendation 2.4

Counseling, advising, and diagnostic testing during junior and senior high school must be available to help students and their parents understand students' postsecondary education and career options and make educational and career plans.

SB 813 (Chapter 498, Statutes of 1983) established a tenth grade counseling program at every high school wishing to apply for funds. The program requires that every student in the tenth grade or by age 16, receive an individualized review of his/her academic progress. A meeting with the student and, if feasible, with his/her parent is required to take place, at which educational options available to the student and the course work necessary to fulfill those options are explained and an academic program

designed for the student. A recent PACE (Policy Analysis for California Education) report indicates:

- o A tenth grade counseling program was implemented in all 12 sample high schools.
- o The focus of counseling is college preparation, dropout prevention, and high school course planning to ensure graduation.
- o Parents are involved in the counseling provided at most of the sample high schools.
- o Counselor-student ratios varied from 1:71 to 1:440.
- o Four sample schools extended the program to the 9th grade, and one received permission to implement the program in eighth grade.
- o No pattern was found in the manner in which the counseling money was used.
- o Students are generally counseled once a year; one school was providing counseling twice a year.
- o This policy was fully implemented in all sample schools, however, the quality of the program was mixed.

The Student Support Services Unit within the Department of Education is currently developing a strategic plan which identifies the state role and specific strategies for implementing a comprehensive and coordinated Student Support Services Program at every middle school and high school.

Progress has also been made in the area of student diagnostic assessment. In addition to many local efforts, several major statewide programs are improving our ability to help students through diagnostic testing.

The Golden State Examination is a unique incentive and recognition program established by the Hughes-Hart Educational Reform Act of 1983. It targets the many able, but academically unmotivated students who move through high school without ever tasting the success that would excite them about learning or their own potential. Besides challenging and motivating students to high-level performance, the program is intended to increase the number of students who have successfully completed the courses required for high school graduation and college/university admission. In the first year of statewide testing in 1987, 370 districts participated, 56,000 students took the first-year algebra exam, 41,000 took the geometry exam, and 10,000 took a preliminary version to the United States history exam. Over 41,000 GSE scholars were identified and recognized by the State, schools, parents, community organizations, and the Legislature. Data reported includes individualized narrative reports with scores and subscores for each student and certificates, as well as insignia for diplomas of honors awardees. The Departments request to expand the GSE program as proposed in the original legislation has

been denied for next years budget. We will, however, continue to push for additional exams in chemistry, Spanish, biology, government-economics, English literature, composition and health science.

The Mathematics Diagnostic Test Project Exams are designed to provide an accurate assessment of a student's readiness to go on to the next college-preparatory mathematics course from algebra 1 to calculus. Use of the test at the secondary level is voluntary and is funded by the California Academic Partnership Program. High school mathematics teachers receive class summaries by topic and by item, along with topic and total scores for individual students. Test reports for individual students are used to assist in guidance or placement decisions and as a tool in individualized remedial programs, when necessary. Eight hundred and sixteen middle schools or high schools throughout California use the test. In all, some 263,000 papers were scored for secondary school students in 1986-87.

There are two Intersegmental Writing Diagnostic Exam projects. Both exam projects use writing samples to help eleventh grade teachers and students understand what the universities expect entering freshmen to be able to do as writers and to help teachers develop those abilities. In 1987, 1,423 students took the two-hour essay tests. A task force group is working on the development of a statewide diagnostic assessment program in writing for tenth-grade students.

Recommendation 2.5

California's public junior and senior high schools should establish a core curriculum that develops in the vast majority of their students the competencies they need to view college as a viable option and to function as citizens and workers.

Since the passage of major reform legislation in 1983 the State has developed a core curriculum by specifying both course requirements and course content. The State Board first adopted state graduation requirements (specific courses) which went into effect with the 1987 high school graduates. Every student must complete at least the following courses before receiving a diploma:

English--3 years
History-social science--3 years
Mathematics--2 years
Foreign Language: Visual and Performing Arts-- 1 year of either
Physical education--2 years

To assist local school districts to upgrade course content, SB 813 also required the development of Model Curriculum Standards for

the newly mandated graduation requirements. Schools are required to compare their local curriculum to the Model Standards at least once every three years. The new standards were adopted by the State Board and published by the Department in 1985.

These standards are now reflected in the curriculum frameworks which set the overall philosophy and direction for the subject area including testing, textbooks, and teaching strategies. Frameworks have been developed in each core curriculum area including language arts, visual and performing arts, history and social science, foreign language, science, mathematics and health. The frameworks are used by schools to define and guide their subject-area programs. The curriculum frameworks are also the key ingredient in determining which textbooks receive state approval and/or adoption.

The contents of the frameworks have been further strengthened by the joint development of curriculum competency statements by the academic senates of California postsecondary institutions. These competency statements are intended to assist students in preparing for college, their parents and counselors in advising, and high school teachers and administrators in planning the curriculum. Competency statements have been completed or are being worked on in English, mathematics, foreign language, history/social science, humanities, natural science and visual and performing arts.

The core curriculum is also strengthened by the existence of the UC a-to-f admission requirements and the CSU admission requirements which have recently been strengthened to include 15 full year courses in the core curriculum areas.

The standards reflected in the core curriculum were set to ensure that all students would achieve the basic competencies needed to view college as a viable option and to succeed in, and contribute to, society. Although it is difficult to assess the full impact of this curriculum reform effort, we have indications that the effort is having a positive effect in improving K-12 educational opportunities for all students. For example, CAP test scores have been increasing steadily since reform efforts began (Attachment A). For seniors, between 1983-86 there has been an eleven percent increase in students scoring at or above grade level in math on the CAP test. The percentage of students scoring at the sixth grade level or below has dropped by twenty percent. Fifty percent of high school seniors now score at or above the twelfth grade level in math.

In reading, there has been an increase of almost five percent in seniors scoring at or above grade level, and a decrease of eleven and one-half percent of students scoring at or below the sixth grade level. Forty-five percent of seniors now score at grade level or above in reading.

Improvement in CAP scores is not limited to the better schools--it is occurring across the board for all ethnic groups. CAP scores at high minority high schools have been improving at a more rapid rate than at other schools (Attachment B).

Impressive gains have also been recorded for the college bound student. Seventeen percent or approximately 17,000 more students have taken the Scholastic Aptitude Test (SAT) between 1983 and 1988. The number of Black and Hispanic students taking the SAT have increased by twenty-four percent and thirty-four percent, respectively (Attachment C). During the same time period, the average verbal score has increased from 421 to 424 and the average mathematics score has increased from 476 to 482.

The state graduation requirements adopted by the State Board have resulted in enrollment of more students in academic courses (Attachment D). For advanced math, physics, and chemistry, the enrollments by ethnicity have been as follows:

Enrollments in Selected Courses by Ethnicity
1984/85 - 1986/87

Advanced Math

	1984-85 Rate	1985-86 Rate	1986-87 Rate
All students	13.9	13.2	14.8
White	14.8	13.9	15.3
Black	6.8	6.1	6.8
Hispanic	5.7	6.0	6.8
Asian/Filipino	31.7*	33.4	35.5
Pacific Islander		13.9	16.9
American Indian	7.6	6.4	7.9

* Includes Pacific Islander

Physics

	1984-85 Rate	1985-86 Rate	1986-87 Rate
All students	13.5	14.8	17.2
White	14.2	15.2	17.3
Black	6.6	7.6	9.8
Hispanic	5.8	6.4	8.2
Asian/Filipino	30.4*	35.2	38.5
Pacific Islander		13.9	20.2
American Indian	10.8	7.2	10.6

* Includes Pacific Islander

Chemistry

	1984-85 Rate	1985-86 Rate	1986-87 Rate
All students	32.2	39.2	43.1
White	34.6	40.6	44.4
Black	21.7	29.8	35.7
Hispanic	17.4	25.3	29.7
Asian/Filipino	57.0*	67.5	68.7
Pacific Islander		32.4	39.9
American Indian	19.2	20.2	28.7

* Includes Pacific Islander

NOTE: The above figures represent the degree of participation of students from different racial/ethnic groups in advanced mathematics, physics, and chemistry courses and, are reported as rates. The numerator for all rates is the number of students in any group who took the course. The denominator for advanced math is the number of students, by group, in grades eleven and twelve. For physics and chemistry, the denominator is, by group, for grade twelve.

ACR 83 points out that aiding all high schools to effectively deliver this curriculum must include targeting public high schools for assistance which are predominantly minority in enrollment. To this end, the Department has undertaken a broad array of activities.

Beginning in 1987, the Department has worked through the Intersegmental Budget Committee of the Education Round Table to obtain funding to strengthen and coordinate activities aimed at increasing the percentages of ethnic and racial minorities who successfully attend college. In each of the last two years the Department has included as part of its budget request funding for postsecondary faculty participation in the high school accreditation process, funding for the Intermediate College Readiness Program, and funding for the a project to provide regional cooperation to improve student preparation. Of these requests, only the Intermediate College Readiness Program (discussed in the response to recommendation 2.2) has received funding.

Even though state funding has not been provided for regional cooperation efforts, the Department is working with San Diego County Schools and Long Beach Unified to promote two regional cooperative efforts. In San Diego, the County Superintendent is coordinating the effort which will include six districts, as well as UC San Diego and CSU San Diego. The districts will establish specific goals for the number of underrepresented students who

enroll in postsecondary education and are successful in making progress toward graduation. The postsecondary involvement will include early outreach efforts, including counseling by college students, and special efforts to assist the progress of graduating high school students from underrepresented groups who enter their institutions.

The Department is also working with the California Business Round Table and the California Chamber of Commerce and a dozen districts to strengthen academic preparation through a program called the California Compact. The essential ingredient in the Compact is the joint selection of measurable K-12 educational improvement goals by local school, business, and higher-education representatives. The community team is then responsible for the joint operation of activities that are designed to meet the specific goals. The California Compact is loosely based on the Boston Compact, the Peninsula Academies, and other models that have built long-term coalitions between business and education, for the purpose of improving student achievement. Special emphasis is place on reaching minority and "at risk" students, while providing all students with the motivation, incentives, and assistance needed to achieve high standards. The long-term objective of the California Compact is to promote development of local compacts that adopt the following as their overall goal: Every student graduating from California high schools who meets the grade, discipline, attendance, and instructional standard outlined by school and business officials in the local community, will be guaranteed priority hiring status for available jobs and/or financial assistance needed to attend postsecondary education.

The Department also continues to promote University and College Opportunities (UCO) Programs. Organized in 1978, UCO represents one of the earliest intervention programs and is an example of the role a state agency can play in preparing and motivating students for college. UCO programs currently operate with funding drawn from district categorical income and private or community funding. Ten districts currently operate UCO programs. Individually programs differ markedly, ranging from after school, drop-in tutoring session to extensive, multi-school projects.

Other programs the Department and various K-12 school districts are involved in, which can be found in schools with high percentages of minority students, and which focus on strengthening of academic skills and motivating students to view college as a realistic option include:

- The California Student Opportunity and Access Program which is operated in five consortia of districts and serves a total of twenty-four thousand students by coordinating outreach efforts and disseminating information about postsecondary opportunities.

- The California Academic Partnership Program which supports twenty partnership projects between postsecondary education and the K-12.

- The Mathematics, Engineering, Science Achievement (MESA) Program which is operated in 16 centers serving a total of 50 local school districts. Each center provides academic preparation in mathematics, science, and English to between 100 and 500 junior and senior high school students interested in pursuing a college degree in a mathematics-based field.

- The "Tanner Project" schools, established by AB 2321, involve nine districts throughout the state in encouraging and preparing junior high school and high school students to take the PSAT. A first year evaluation report indicated an increase in the number of students enrolling in the a-f courses required for admission to UC, a majority of participating seniors being eligible for admission to CSU, and an increase in the percentage of seniors taking college admission tests.

Recommendation 2.6

All public secondary school students should have access to a full range of advanced classes and college-preparatory courses.

As recommended, the Superintendent has completed a review of the availability of a full range of advanced classes and college-preparatory courses. This review was also done to meet the requirement of ACR 73 (Hayden) on college preparation. The Department created the Intersegmental Task Force on ACR 73 and contracted with PACE for the report (High School Curriculum and University Admission Requirements: A Critical Linkage). The report, printed in April 1987, addresses the question of what steps should be taken to ensure that the full array of courses required for admission to CSU or UC are taught by qualified faculty and are made available in all California public high schools to all students who wish to take them. The twelve recommendations of the report also address steps that should be taken to ensure that students who are underrepresented in higher education gain equal access to college preparatory courses. This report and its recommendations have been transmitted to CPEC, UC, CSU, CCC, the Commission for the Review of the Master Plan, the Joint Legislative Committee on the Master Plan, and the Education Committees of each House. The Department will be working with these various organizations to implement the recommendations of the report.

Recommendation 5.1

The Department of Education should refine its comprehensive data system on the characteristics of secondary school students and dropouts.

The Department has identified the continued development and refinement the California Basic Education Data System (CBEDS) and the School Accountability Program as a high priority. Currently data is available from CBEDS on race and ethnicity of students who leave school before completing graduation requirements. During 1987, the Department resolved procedural difficulties with data collection on retention and, thereby, improved the reliability and usefulness of this data. Nineteen hundred and eighty eight will be the third year CBEDS has collected data on retention rates.

Perhaps more helpful is the school-level data provided through the School Accountability Program. The individual school reports that are produced draw information from CBEDS and from the California Assessment Program. For 1988, the reports have been augmented to provide racial and ethnic data on students taking the SAT and ACT college entrance exams, on students enrolling as first time freshman at public postsecondary institutions, and on students who take advanced placement courses in the high school. Previously, information on ethnicity and race was only provided for school enrollments and academic course enrollment. The school-level report assists schools to assess their status, as well as establish a baseline from which they can address improvement. The information is now used as part of a schools goal setting, self-evaluation, and School Improvement/WASC program review.

The school report currently goes directly to the school, but it is also made available to student admissions and outreach personnel in postsecondary education institutions. The Department is committed to expanding the use of the school performance reports and ensuring their usefulness in establishing baseline trends and reflecting changes in the quality of the school program and the success of the school program in educating all the students.

Recommendation 6.1/6.2

California's public high schools should include in their self-studies for accreditation a review of their existing curriculum and student achievement.

In 1985, eighteen schools piloted the WASC/SDE Joint Process; Curriculum Consultant Project which combines the Western Association of Schools and Colleges' (WASC) self-study process with the State Department of Education's program quality review.

The inclusion of the program review component, with its focus on curriculum, instruction, and student outcomes, has resulted in a more rigorous process that examines the effects of instruction and curriculum on students. An integral part of this Joint process is the use of external curriculum consultants who assist academic departments of the school in reviewing their curricular programs. Each consultant makes at least a three-day commitment to attend a one-day workshop and then visit the school twice-- once at the beginning of the self-study process and a second time after the accrediting team has issued a report. By 1986, the program grew to involve 73 schools and in 1987, 130 schools participated. The Curriculum Consultant Project currently involves over 750 trained consultants. Approximately, 125 schools are expected to participate in the joint process annually.

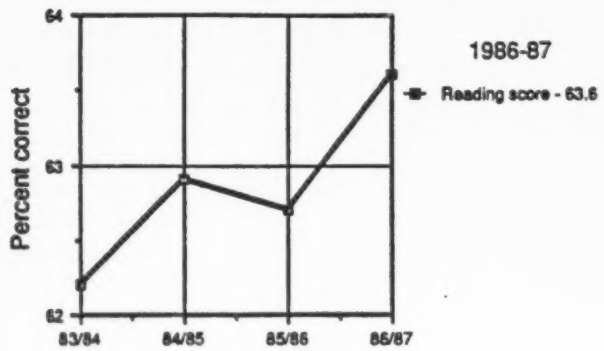
Curriculum consultants are faculty from postsecondary institutions, external high school faculty, or school administrators who volunteer their time to work with a high school's academic departments in reviewing their curricular offerings and developing their portion of the self-study. Besides expertise in a particular subject area, curriculum consultants bring to the self-study process an external perspective on the school's curricular program. In addition, each consultant is encouraged to write a follow-up letter to the department chair with their observations, suggestions, and program recommendations for the self-study report and the action plan.

During the 1988-89 school year, the SDE will pilot an expanded program to the WASC/SDE Joint Process which targets five high schools with a forty percent or more student population composed of racial and ethnic minorities. The expanded program will consist of additional features to the Joint Process which will engage the schools in a comprehensive and sustained school renewal effort. The additional features have a basis in the current research about effective staff development, effective schools research, and school reform efforts that lead to substantive change at a school site.

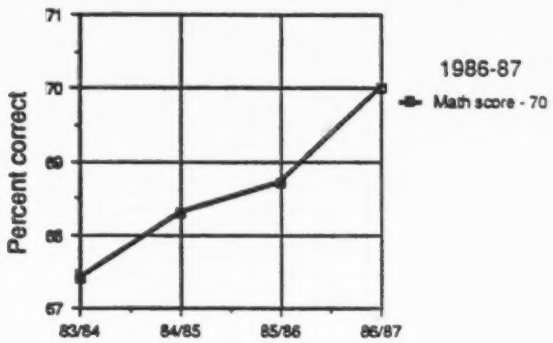
The 1988-89 Intersegmental Budget Proposal contained in the Department of Education proposed budget includes a request for $470,000 for expansion of this effort. This request was included in the Governor's Budget for 1988-89, as originally submitted to the Legislature in January 1988.

California Assessment Program Test Scores Are Improving

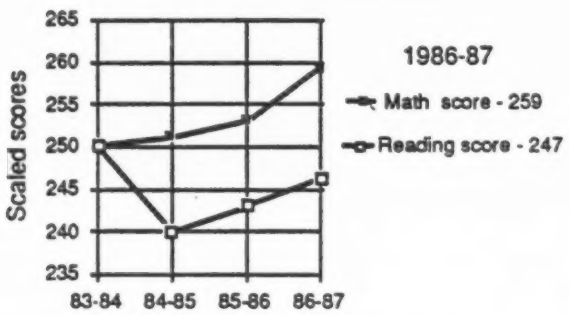
Grade 12 Reading Percent Correct Scores



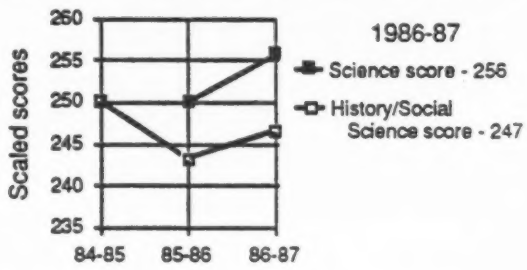
Grade 12 Mathematics Percent Correct Scores



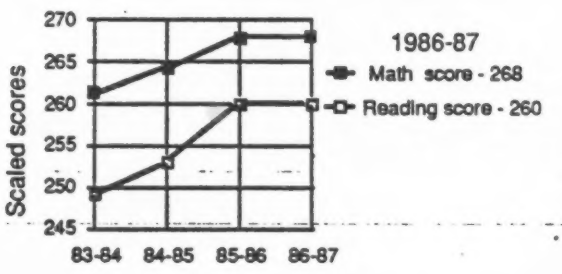
Grade 8 Reading and Math



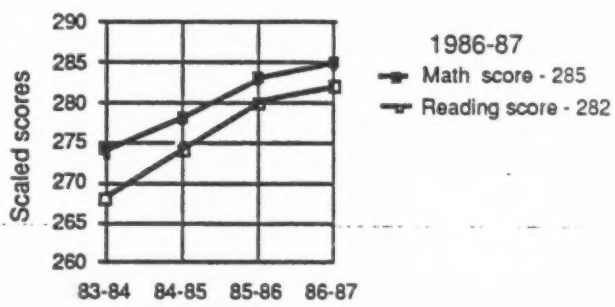
Grade 8 History/Social Science and Science



Grade 6 Reading and Math



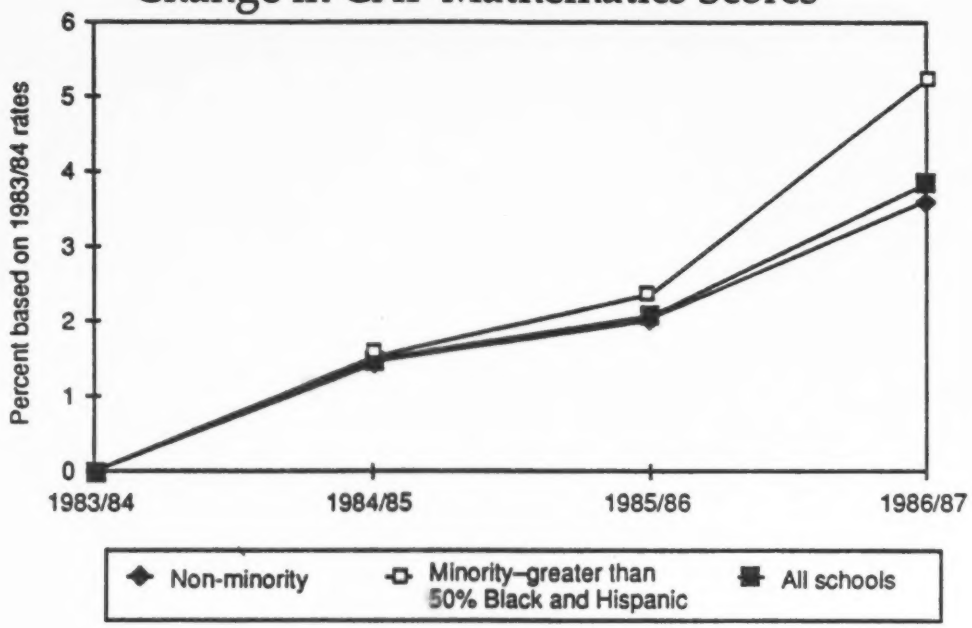
Grade 3 Reading and Math



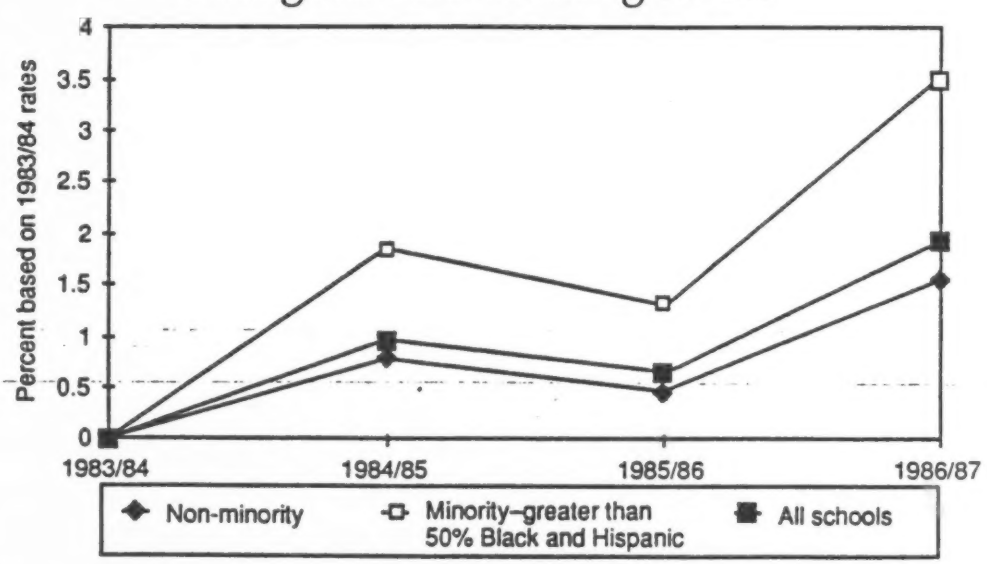
The California Assessment Program is the state's mandatory testing program given to all third, sixth, eighth and twelfth graders. CAP test scores have been increasing steadily since reform efforts began. For high school seniors, 1986-87 CAP scores in mathematics, reading, spelling, and written expression were the highest recorded in the last ten years. The CAP test also has been expanded to include the eighth grade and the tests are being revised to assess higher level thinking skills.

CAP Scores at Schools with High Black and Hispanic Student Enrollments Are Rising More Rapidly than Scores at Other Schools

Change in CAP Mathematics Scores



Change in CAP Reading Scores



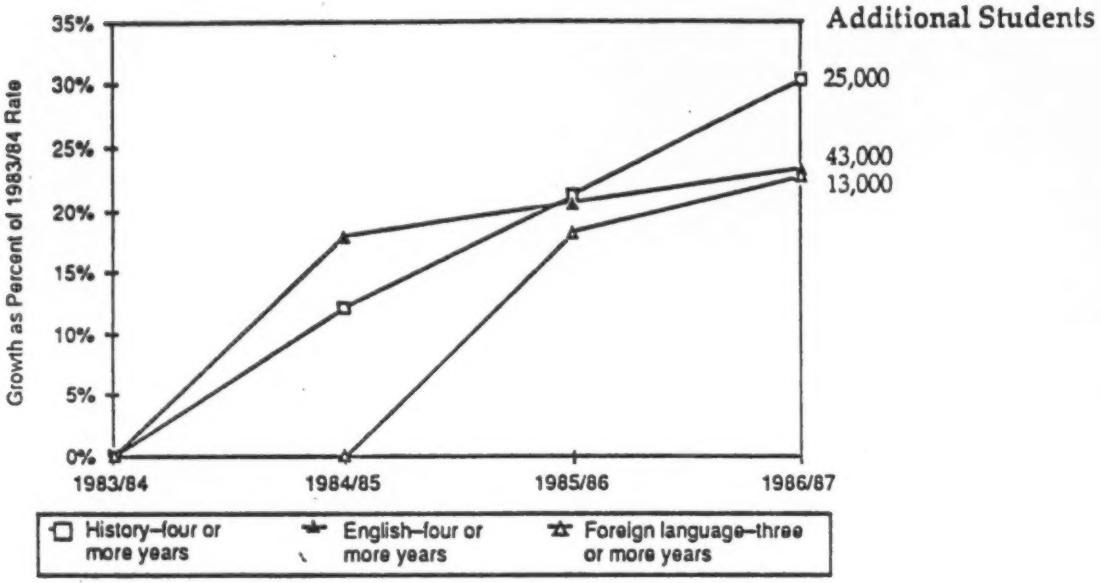
Twelfth grade CAP scores for reading and mathematics are rising more rapidly at schools with high minority student populations than for other schools. However, the gap between high minority and other schools is still large and every effort must be made to erase this disparity.

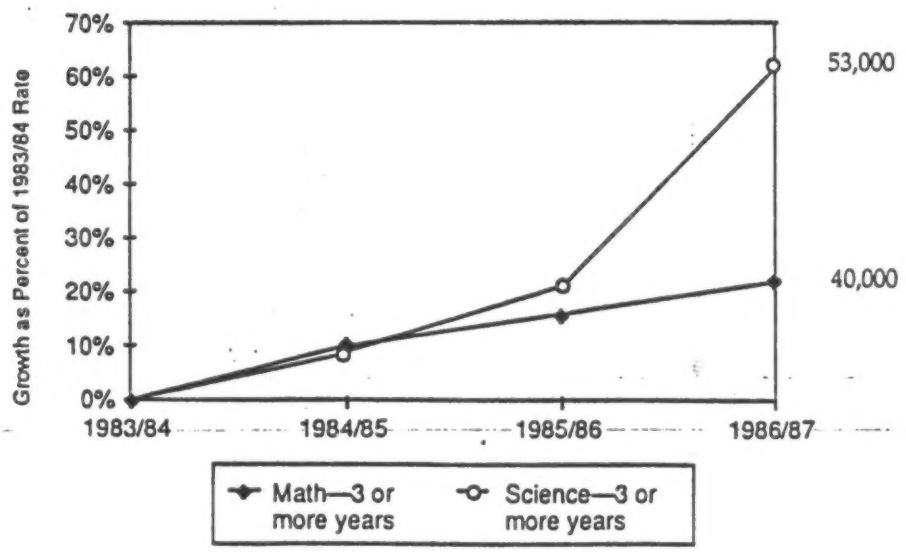
ATTACHMENT C

SAT Scores increase in Number and Percent Of Students Tested by Ethnicity, 1983-84 to 1987-88

	1983-84 Number tested	1987-88 Number tested	Percent Increase
American Indian	619	1,577	+154%
Asian American	12,623	21,026	+67%
Black	5,821	7,247	+24%
Hispanic	7,725	10,346	+34%
White	58,638	65,647	+12%
Total	102,348	119,784	+17%

Substantially More High School Students Are Taking Tougher Courses





Report of the California Community Colleges

CHANCELLOR'S OFFICE

GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

July 28, 1988

Penny Edgert
Postsecondary Education Commission
1020 12th Street
Sacramento, CA 95814

Dear Penny:

Here at long last is a draft copy of our responses to recommendations contained in the ACR 83 report as called for by AB 101. The report is scheduled for Board of Governors' review and approval at the August meeting. Following that review, we will send you the approved version of the report at the same time we forward it to the Legislature. I wish to apologize for the delays associated with the preparation and trust that you still will be able to incorporate our responses into the required Commission report. Please feel free to call me or Vice Chancellor Ron Dyste if you have any questions.

Cordially,

Gus G

Gus Guichard
Senior Vice Chancellor
Planning and Special Projects

GG:els

Enclosure

cc: Ron Dyste

PRELIMINARY DRAFT

Board of Governors of the
California Community Colleges

REPORT OF THE CALIFORNIA COMMUNITY COLLEGES ON IMPLEMENTING RECOMMENDATIONS OF THE POLICY TASK FORCE ON ASSEMBLY CONCURRENT RESOLUTION 83

For Action

RECEIVED
JUL 2 1988
INSTITUTIONAL ARCHIVES

Background

In July of 1984, the California Legislature adopted Assembly Concurrent Resolution 83, introduced by Assemblyman Peter Chacon, which asked the State's educational segments to recommend ways to assure that California's low income and minority students have the same opportunity as other students to graduate from high school, complete community college programs, and complete bachelors degrees.

In response to ACR 83, a policy task force was jointly convened under the auspices of the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the State Board of Education, the Superintendent of Public Instruction, and the Association of Independent Colleges and Universities. With the assistance of the California Postsecondary Education Commission, the Task Force produced its recommendations in March 1986 in a report entitled, Expanding Educational Equity in California's Schools and Colleges. A total of 31 recommendations addressed 7 areas of needed action: Clarifying school and college responsibilities; Assuring improvement in public schools; Increasing higher education's services to the schools; Expanding higher education's services to underrepresented students; Improving educational information; Involving accreditation; and Assessing equity efforts.

In September 1987, the Governor approved AB 101 (Chacon, Chapter 594, Statutes of 1987), which requires each segment of education in California to provide a status report on the progress made towards implementing applicable recommendations made by the ACR 83 policy task force. Community colleges are expected to respond to 16 of the 31 recommendations which were made.

In preparing their responses to the legislature pursuant to AB 101, segmental representatives meeting with CPEC staff agreed to utilize a common report format in order to facilitate segmental comparability. In addition, CPEC is required to comment on each segmental report, and to transmit its comments to the legislature. The report format includes statements of each applicable recommendation, a summary of the extent to which each

recommendation has been implemented, information concerning any obstacles encountered to implementation, and a summary of future plans.

Analysis

Much of the information contained in this report was presented in more detail to the Board on a variety of earlier reports during the past two years; this report differs by highlighting those activities that most applicable to each of the ACR 83 recommendations.

Of the recommendations to which community colleges are expected to respond, activity is reported in all areas, and demonstrates that considerable progress was made in implementing all of the ACR 83 task force recommendations. Obstacles nonetheless are apparent, particularly resource inadequacies in such areas as local program improvements, MIS, financial aid, and EOPS; more leadership activity is also needed in developing Matriculation and in all areas of transfer education and in high school and university articulation.

Recommended Action

The Chancellor recommends Board endorsement of the ACR 83 Report for transmittal to the legislature.

84

Chancellor's Office
California Community Colleges
June 1988

REPORT TO THE LEGISLATURE ON
CALIFORNIA COMMUNITY COLLEGE
RESPONSES TO ACR 83

INTRODUCTION

Pursuant to AB 101 (Chapter 594, Statutes of 1987), this report summarizes the responses of California's community colleges and the Board of Governors to the recommendations of the policy task force on Assembly Concurrent Resolution 83, adopted by the Legislature in July 1984.

Of the 31 recommendations contained in the task force report, community colleges are expected to respond to 16. For each of the recommendations, progress towards implementation is summarized, obstacles to implementation (if any) are identified, and plans for future action are noted.

RESPONSES TO RECOMMENDATION 1.2: "IN COOPERATION WITH THE SCHOOLS, COLLEGES AND UNIVERSITIES HAVE A RESPONSIBILITY TO SUPPORT PUBLIC SCHOOL IMPROVEMENT, ENGAGE IN EFFORTS TO COMMUNICATE COLLEGE EXPECTATIONS TO STUDENTS, ASSIST THE EDUCATIONAL PLANNING AND PREPARATION OF STUDENTS WHO ARE POTENTIALLY COLLEGE BOUND, AND PROVIDE PRE-SERVICE AND IN-SERVICE TRAINING TO SCHOOL PERSONNEL."

Implementation

- In meeting the responsibilities outlined in this recommendation, the Board adopted a major policy statement on the recruitment and retention of underrepresented students (1986); adopted new regulations for Extended Opportunity Programs and Services which, in part, require high school outreach and student affirmative action objectives in local EOPS operations (1986); defined the responsibilities of students and colleges in its Matriculation Plan, and successfully supported the enactment of its language on these responsibilities into AB 3 -- the Community College Matriculation Act (1984; 1987); hosted a symposium on minority student recruitment and retention (1986); adopted policies on strengthening academic standards which, in part, defined community college responsibilities for basic skills instruction, refining student academic progress standards, and for assuring proper placement and equity among students by defining college responsibilities concerning the scope of assessment (1987); reviewed a brochure for tenth grade students developed by the Academic Senate and Chancellor's Office which specifically outlines the preparation needed to

succeed in any community college program (1987); and adopted a multi-year action plan to improve articulation (1986).

- The Academic Senate of the California Community Colleges continues to work with the academic senates of UC and CSU to define the academic preparation necessary for success in college among high school students -- competency expectations have been developed and disseminated for English, math, sciences, and foreign languages; work is underway for competency expectations in the visual and performing arts, in humanities, and in social sciences.

- The Chancellor continues to cooperate with UC, CSU, and the Department of Education to jointly publish and distribute to secondary school students the "Futures" brochure which compactly outlines for parents and students the course preparation and skills needed to succeed in college level work.

- About one-third of the state's community colleges conduct in-service training with secondary school faculty; another third of the colleges have formal articulation agreements with secondary schools; three-fourths conduct articulation efforts with secondary schools; and nearly half of the colleges have incorporated responsibility for secondary school articulation into local institutional mission statements.

Obstacles

- More than 80 recommendations have been considered by the Board concerning educational equity since 1986 but progress towards addressing them all has been hampered by general systemwide losses in purchasing power and uneven approval by the state to fund specific programs requested by the board; despite redirection of some personnel within the Chancellor's Office and the addition of a new position to coordinate secondary school articulation, progress towards improving college articulation with secondary schools remains hampered by resource inadequacies.

Plans

The Board will continue to seek purchasing power restoration in the context of program improvement funding within AB 1725 -- the Community College Reform Act -- and, will also seek funding for programs related to its responsibilities in the areas of this recommendation.

RESPONSES TO RECOMMENDATION 1.3: "ALL COLLEGES AND UNIVERSITIES ARE RESPONSIBLE FOR ASSURING THAT THEIR STUDENTS ARE COMPETENTLY ADVISED AND COUNSELED AND PROVIDED WITH THE PERSONAL, ACADEMIC, AND ECONOMIC SUPPORT TO ENABLE THEM TO COMPLETE THEIR EDUCATIONAL OBJECTIVES. COMMUNITY COLLEGES ARE PRIMARILY RESPONSIBLE FOR ASSURING THAT THEIR STUDENTS ARE ENCOURAGED TO CONSIDER TRANSFER

TO SENIOR INSTITUTIONS, INFORMED OF THE NECESSARY STEPS TO DO SO, AND PROVIDED WITH ADEQUATE COURSES FOR TRANSFERRING WITH JUNIOR OR UPPER-CLASS STATUS. SENIOR INSTITUTIONS HAVE THE RESPONSIBILITY TO WORK WITH COMMUNITY COLLEGES IN COUNSELING AND ADVISING PROSPECTIVE TRANSFER STUDENTS AND IN SIMPLIFYING TRANSFER PROCEDURES AND REQUIREMENTS."

Implementation

- The Board adopted a statewide implementation plan for matriculation in 1987 and all districts had prepared local implementation plans by January 1988. Matriculation services commenced in January 1988 and include strengthening of admissions, orientation, assessment, counseling and advisement, placement, student follow-up, and, on-going evaluation.

- The Chancellor's Office also utilized resources of the Fund for Instructional Improvement to finance a consortium of colleges under the leadership of Santa Barbara City College to conduct research into appropriate assessment, placement, and student follow-up strategies as required by matriculation. The project includes dissemination and training activities that are based upon the results achieved.

- The Board continues to request and obtain funding to operate the Transfer Center Pilot Program under which all students -- but with special emphasis on underrepresented students -- are encouraged to consider transfer goals and are assisted to actually transfer. Twenty colleges participate in the program, but leadership from the program has been extended to more than forty other community colleges. The program provides funding which enables senior institutions to directly work with community colleges to council and advise transfer students.

Obstacles

Matriculation is among the most complex reforms ever attempted by community colleges and it requires a great deal of staff development which in 1987-88 could not be provided except on a very limited scale. Assessment and counseling policies and practices are especially complex and progress towards meeting statewide coordination and leadership responsibilities has been slower than anticipated due to inadequate resources in the Chancellor's Office.

Plans

The Board requested, and the Governor approved, three additional positions for matriculation in the 1988 Budget plus substantial funding for local technical assistance and staff development.

87

Preliminary plans for increasing services to colleges and districts have been developed, and final plans are expected by early August, 1988, for implementation during 1988-89.

RESPONSES TO RECOMMENDATION 2.0: "THE PROPORTION OF LOW-INCOME AND UNDERREPRESENTED ETHNIC MINORITY YOUNGSTERS -- ESPECIALLY HISPANIC AND BLACK -- WHO COMPLETE HIGH SCHOOL PREPARED FOR HIGHER EDUCATION MUST BE INCREASED SUBSTANTIALLY. THE CHIEF EXECUTIVES OF ALL FIVE SEGMENTS OF EDUCATION IN CALIFORNIA -- THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE PUBLIC SCHOOLS, THE CHANCELLOR OF THE CALIFORNIA COMMUNITY COLLEGES, THE CHANCELLOR OF THE CALIFORNIA STATE UNIVERSITY, THE PRESIDENT OF THE UNIVERSITY OF CALIFORNIA, AND THE PRESIDENT OF THE ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES AND UNIVERSITIES -- SHOULD SEE THAT THEIR SEGMENTS IMPLEMENT COMPREHENSIVE ACTIVITIES TO ADDRESS THIS GOAL IMMEDIATELY. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION SHOULD ASSUME THE LEADERSHIP IN THIS INITIATIVE..."

Implementation

- Board policy actions and the work on competency expectations of the Academic Senates as referred to above are designed to improve high school completion rates, but the problem of drop-out rates among minority students, particularly among Black and Hispanic students, remains alarmingly high.

- To alleviate the problem, the Board requested and received funding in 1988 for five student affirmative action projects and at least one will focus on coordinating EOPS services with secondary students beginning at the eighth grade. In addition, at least 15 community colleges have developed and are implementing "2 + 2" programs in vocational education under which curriculum in the 11th and 12th grades is articulated with the first two years of related community college programs, but 34 colleges to date have developed articulated coursework in at least one vocational area between high school and college programs. Several of these projects were initiated by the Board with dollars provided through the "Fund for Instructional Improvement".

- In 1986-87 the California Association of Community Colleges (CACC) Commission on Instruction conducted two conferences on improving school-college articulation; the first conference focused on public policy issues affecting high schools and the second focused on existing articulation practices in California. Moreover, CACC studied 250 high school districts to assess their perception of articulation practices and a wide range of other working relationships between schools and community colleges.

- The Board requested, and the Governor approved, funding to pilot two "middle-college" projects underwhich community colleges, in conjunction with selected K-12 districts and the

State Department of Education, will develop and establish a high school for high risk students on or near the community college campuses. The high school -- or middle-college -- will operate independently but will share facilities, including selected services, such as libraries. The proximity of operations between the high school and community college is expected to facilitate the success of students who otherwise have a low probability of succeeding in high school and going-on to college.

Obstacles

Although clarifying college preparatory expectations for high school students, conducting "2+2", early outreach, and middle-college pilot programs will assist students to stay in and complete high school, more follow-up will be needed than can be currently provided -- particularly with parents and among them, those whose native language is not English. In addition, low student awareness, ineffective communications about articulated programs, and a lack of model processes and structure for designing and formally adopting "articulation" agreements between high schools and colleges are major barriers to school-college progress in achieving workable partnerships.

Plans

The Chancellor's Office will continue its work with CACC and the Intersegmental Coordinating Council to increase the level of joint planning and program development which strengthens partnerships between schools and community colleges.

RESPONSES TO RECOMMENDATION 3.1: "THE SCHOOL IMPROVEMENT PARTNERSHIPS PROPOSED ABOVE ... SHOULD UNDERTAKE FUNDAMENTAL ANALYSES AND CHANGE, WHERE NECESSARY, OF SCHOOL CURRICULA, INSTRUCTION, INSTITUTIONAL MANAGEMENT, POSTSECONDARY OUTREACH SERVICES, PARENT INVOLVEMENT, AND STUDENT MOTIVATION AND SELF-IMAGE. SUCH AGENCIES AS THE ACCESS/COOPERATIVE COLLEGE PREPARATORY PROGRAM AND THE ACHIEVEMENT COUNCIL IN OAKLAND CAN ASSIST HIGHER EDUCATION AND SCHOOL DISTRICT OFFICIALS IN DEVELOPING THESE PARTNERSHIPS."

Implementation

- o Analysis of school and college partnership activities began in 1987 and is recognized to require continuous attention as partnerships are developed and implemented. The first major effort to assess partnership activities was recently completed by the Chancellor's Office, which contracted with the Rancho Santiago Community College District to comprehensively study the high school articulation practices. In September of 1987, the results of the study were carefully reviewed by an intersegmental task force consisting of faculty, student services personnel, research staff, administrators, and systemwide personnel of the State Department of Education and

the Chancellor's Office. The task force proposed several recommendations for action by the Board of Governors which reviewed both the results of the study and the recommendations in January 1988.

The recommendations were adopted by the Board, and call for issuing a high school brochure; for local boards to increase attention to high school articulation; for colleges to increase coordinated strategies for improving articulation; for community colleges to evaluate the articulation practices they undertake, including follow-up on students served; and, for community colleges to assist high schools in maintaining viable vocational programs by sharing resources and facilities.

Obstacles

Actively implementing and assessing the effectiveness of high school partnership and articulation activities is a relatively new area of school-college cooperation and neither schools nor colleges are well staffed to increase the level of such cooperation without greater recognition of its priority or increased resources to meet the need. Yet, success in raising institutional awareness and acquiring additional, or redirecting existing, resources depends upon increasing the scope and nature of school-college pilot efforts and research activities which are essential to defining the need, and justifying additional resources, or redirecting the utilization of those that exist. The legislature and the Governor's Office can assist by carefully reviewing these efforts and increasing support for those that appear most effective.

Plans

The Chancellor's Office, in cooperation with the State Department of Education, will develop evaluation models for use by local districts to assess their articulation activities with high schools. The Chancellor's Office will also develop a communications plan for increasing community college articulation activities with high schools, will further define academic issues raised by the articulation study, and will publish and distribute an information brochure to be used in articulation activities.

RESPONSES TO RECOMMENDATION 3.2: "DURING 1986, EACH OF THE SEGMENTS SHOULD REASSESS ITS (1) EXISTING OUTREACH PROGRAMS, (2) FINANCIAL AID COUNSELING, AND (3) ACADEMIC SUPPORT SERVICES TO DETERMINE IF THEY SERVE THE GOALS OF EDUCATIONAL EQUITY AND ACCESS BOTH EFFECTIVELY AND EFFICIENTLY. AS NEEDED, THE SEGMENTS SHOULD HELP SCHOOLS PROVIDE TUTORIAL AND OTHER SUPPORT SERVICES FOR STUDENTS WHO ARE INITIALLY UNPREPARED TO SUCCEED IN THE CORE CURRICULUM."

Implementation

- o During 1986, the Chancellor's Office comprehensively studied financial aid counseling, delivery, and unmet need in response to Board priorities in its Basic Agenda to examine unmet need in student service programs. Results of the study were presented to the Board in December 1987, and, subsequently, the Chancellor convened a Financial Aid Policy Task Force to develop action recommendations for Board consideration. The study revealed that delivery of financial aid is seriously hampered by resource scarcity at local colleges, that unmet financial aid need is considerable, that as many as 285,000 aid eligible students are unassisted, and that increased debt, part-time attendance, and lower transfer rates may be primary consequences.

- o Evaluation of other academic support services will be conducted in conjunction with a three or four year evaluation of the Matriculation program which began in January 1988, and in conjunction with the evaluation of the Transfer Center Pilot Program, an evaluation which should be completed in the Spring of 1989.

Obstacles

Assessment of outreach activities and of varieties of other academic assistance to high school students, such as tutoring, have been initiated as part of the articulation study noted above, but additional focus on these activities is likely to await follow-up to the actions planned in relation to the previous recommendation. This delay is a matter of priority-setting in the use of limited staff resources and stems from the process of working cooperatively with high school districts and SDE in addressing a wide array of articulation issues.

With respect to financial aid services, the Board requested $10 million in local delivery resources for 1988-89. "The legislature approved $2.3 million for this purpose in 1988-89, but the Governor vetoed the proposal, believing that workload in financial aid had actually declined when measured by the decrease in financial aid applicants since 1983."

Plans

The Board will again request additional resources to increase financial aid delivery and the Chancellor will respond to the Governor's concern that workload has declined (e.g., workload per student served has increased; the number of applicants by itself is not a sufficient measure of workload).

The priority of assessing outreach and other academic support activities will be reviewed during 1988-89 in light of related activities in the area of school-college partnerships and articulation efforts.

RESPONSES TO RECOMMENDATION 3.3: "TEACHER EDUCATION PROGRAMS SHOULD EMPHASIZE THE MULTI-CULTURAL ASPECTS OF TODAY'S CALIFORNIA SCHOOL POPULATION. THIS EMPHASIS MIGHT BE ACHIEVED THROUGH STUDENT-TEACHER PLACEMENTS IN MULTI-CULTURAL SETTINGS, THE INCLUSION OF MULTI-CULTURAL MATERIAL IN TEACHER EDUCATION CURRICULA, AND DISSEMINATION OF PROVEN RESEARCH FINDINGS REGARDING EFFECTIVE TEACHING AND LEARNING FOR CULTURALLY DIFFERENT STUDENTS."

- Although community colleges do not directly prepare future teachers, the Board recognizes its responsibility to assist districts in the development of its current teaching staff, particularly as the faculty increasingly provides instruction to minority and culturally diverse students. Following the Board's symposium on educational equity (1986) and its adoption of a major policy statement in the recruitment and retention of minority students, the Chancellor's Office issued a Request for Proposals to study successful teaching strategies for Black and Hispanic students. A resources report entitled, Successful Teaching Strategies: Instruction for Black and Hispanic Students in the California Community Colleges was published in April 1988, and presented at the Fifth Annual Bilingual Education, Ethnic and Language Minorities Conference in 1988. This publication outlines numerous non-traditional teaching strategies that are beneficial to Black and Hispanic students, and draws important distinctions between these strategies and traditional tutoring and remedial instructional techniques.

- At its first conference in May, 1988, the Intersegmental Coordinating Council (ICC) gathered more than 300 educators of all levels to develop planning in teacher improvement, as well as in curriculum, assessment, outreach, student preparation, and transfer and articulation. These plans will form the basis for many intersegmental activities during 1988-89.

Obstacles

The report on minority student instructional strategies is the first produced by the Chancellor's Office and its dissemination at conferences and beyond is hampered by shortages of personnel in the Chancellor's Office who focus specifically on minority teaching methods, and by the lack of additional research an in-class teaching techniques in community colleges. In addition, faculty and staff development programs which can utilize the findings of the report are hampered by inadequate local resources.

Plans

The Board seeks approximately $9 million in staff development resources in AB 1725, the proposed Community College Reform Act, and will continue efforts, through the Chancellor's Office and with the Statewide Academic Senate, to encourage local districts

to review existing staff development programs in light of minority student teaching strategies, such as those described in the report.

RESPONSES TO RECOMMENDATION 3.4: "SENIOR COLLEGES AND UNIVERSITIES SHOULD EXPAND THEIR EXISTING EFFORTS TO RECRUIT INTO THE TEACHING PROFESSION OUTSTANDING LOW-INCOME AND MINORITY UNDERGRADUATES, SINCE THE PROPORTION OF MINORITY TEACHERS HAS BEEN DECLINING WHILE THE PROPORTION OF MINORITY YOUTH HAS BEEN INCREASING."

Implementation

Recruitment of future minority faculty and staff from among community college students is in planning stages as a past of a Board plan for employee affirmative action.

RESPONSES TO RECOMMENDATION 3.5: "THROUGH IN-SERVICE PROGRAMS, EACH SEGMENT SHOULD HELP SCHOOL TEACHERS, COUNSELORS, AND ADMINISTRATORS USE AVAILABLE LOCAL, STATE, AND NATIONAL RESOURCES TO STRENGTHEN THE CURRICULUM AND IMPROVE THE SCHOOL ENVIRONMENT."

Implementation

- School-college in-service opportunities for faculty and staff occur mainly as a part of articulation efforts and are most common in liberal arts, math, English, science, foreign language, fine arts, and social science programs (each of which have 50 or more community colleges reporting faculty to faculty dialog).

- More than 50 colleges conduct summer bridge programs through EOPS activities which include staff interaction and dialog.

- Nearly all community colleges (96) conduct school-college meetings among counselors, and regional and statewide conferences are regularly conducted by counselors for professional development.

Obstacles

Staff development resources remain difficult to obtain in K-12 and community college districts, and greater efforts are needed at the statewide levels to assist in the planning and coordination of school-college professional development activities.

Plans

The Intersegmental Coordinating Council is developing plans which focus on interinstitutional staff development activities.

RESPONSES TO RECOMMENDATION 4.1: "EACH SEGMENT'S RETENTION EFFORTS SHOULD BEGIN WITH OUTREACH AND ADMISSIONS OFFICE STAFF, WHO VIEW POTENTIAL STUDENTS AS "GRADUATES-TO-BE" AND HELP STUDENTS VIEW THEMSELVES THE SAME WAY."

Implementation

- Little activity has been initiated on a statewide basis to implement this recommendation, although local colleges do conduct limited staff development activities for their classified admissions staff.

- Outreach teams, often developed under the leadership of community college EOPS programs, are highly responsive to this recommendation inasmuch as EOPS personnel are trained and oriented to see disadvantaged students as potential graduates.

Obstacles

Staff development resources for classified personnel are often even more limited than for faculty, and opportunities for classified staff training are consequently few. This obstacles has been increasingly recognized, particularly for admissions staff, as a result of implementing matriculation, and in-service workshops have been initiated on a small scale.

Plans

During 1988-89, in-service training for classified personnel in admissions offices will be planned and conducted as part of the matriculation program. Funds to begin meeting this training need have been budgeted as part of the Board's 1988-89 matriculation funding request, which the Governor approved.

RESPONSES TO RECOMMENDATION 4.2: "EACH SEGMENT SHOULD EXPAND OR INAUGURATE SUMMER BRIDGE PROGRAMS FOR LOW-INCOME AND MINORITY STUDENTS TO EASE THEIR TRANSITION FROM HIGH SCHOOL TO HIGHER EDUCATION. IN ADDITION, EACH INSTITUTION SHOULD PROVIDE WIDE-RANGING ORIENTATION PROGRAMS FOR ALL FRESHMEN AND TRANSFER STUDENTS."

Implementation

- As noted, summer bridge programs are most frequently provided by college EOPS programs and more than 50 colleges provided such services during the summer of 1987. Orientation services for all incoming first-time students are required as part of matriculation; nearly all colleges inaugurated, or expanded existing, orientation programs during 1988, and, although all incoming students are yet to be served, students not otherwise exempted will be served by 1989-90 when matriculation costs are expected to be fully funded.

- Orientations, including campus tours, are conducted for transfer students attending most community colleges that participate in the Transfer Center Pilot Programs. Many individual districts, such as Los Rios and Santa Barbara, initiated orientations and other special services for transfer students.

Obstacles

Loss of purchasing power since 1980 in general apportionments and in EOPS apportionments has eroded college capacity to provide incoming and outgoing community college students with summer bridge and orientation services. Priorities have shifted in recent years to maintaining retention services for students who arrive on campus largely on their own. Recent additions of resources in matriculation and transfer centers have enabled colleges to recommence or to establish bride and orientation programs. And, while the Governor has adequately maintained EOPS funding levels the last two years, new Board policy concerning EOPS allocations and EOPS growth are needed to expand summer bridge and intensive orientations for disadvantaged students entering and leaving community colleges.

Plans

The Board is seeking program improvement funding in 1989-90 to restore college capacity to improve services in areas eroded due to purchasing power losses, and to move towards achieving reform objectives contained in AB 1725. During 1988-89, the Board will also consider new EOPS allocation and appropriation policies.

RESPONSES TO RECOMMENDATION 4.3: "THE FACULTY OF EACH SEGMENT SHOULD ASSIST IN OPERATING TUTORIAL PROGRAMS FOR STUDENTS IN NEED OF SUPPLEMENTAL INSTRUCTION."

Implementation

- Community colleges involve faculty in direct support of tutoring activities in nearly all campus "learning centers" or "learning assistance centers". In addition, faculty participate in special learning assistance programs, such as Puente and CAPP, and in 30 liberal arts fields from architecture to math and sciences, many of which have strong tutorial components.

- Board policies governing tutorial activities were revised in 1983 to increase fiscal accountability and flexibility in funding, and the result has been to encourage more faculty participation in tutoring since they must supervise tutorial instruction if the district is to receive apportionment funding for tutoring activities.

Obstacles

Despite positive changes in funding policies shortages of tutors remain a common complaint since not all faculty are supportive of tutorial services and because priorities within limited growth caps do not always permit increases in tutorial ADA. Use of EOPS funds for tutorial services, while widespread in community colleges, remains inadequate due to historical losses in EOPS purchasing power.

Plans

As noted, the Board in 1988-89 is seeking additional resources for faculty and staff development, purchasing power restoration, and new EOPS funding policies.

RESPONSES TO RECOMMENDATION 4.4: "WHEN NEEDED AND REQUESTED, FACULTY AT THE UNIVERSITY OF CALIFORNIA AND THE CALIFORNIA STATE UNIVERSITY SHOULD ASSIST COMMUNITY COLLEGE FACULTY IN STRENGTHENING TRANSFER COURSES, AND THE ACADEMIC SENATES OF THE THREE SEGMENTS SHOULD CONTINUE AND EXPAND THEIR COOPERATIVE ACTIVITIES TO THIS END."

Implementation

- o During 1987, the Intersegmental Senates of UC, CSU, and the community colleges completed a draft of the "General Education Transfer Curriculum", to be reviewed again by the Intersegmental Senate in the Spring of 1988. When in final form, students can meet all lower division general and breadth requirements for transfer to any UC or CSU campus.

- o The Board has actively supported the development of "2+2+2" programs which provide course pattern continuity among high school, community college, and university segments, and funding for pilot projects was approved in the 1988 Budget.

- o During 1987-88, funding was also obtained to initial "Joint Projects" between community college and CSU faculty which are aimed at ways of improving the transition between lower-division and upper-division coursework. Recommendations have already been produced that call for regional articulation in English and math, in essay scoring methods, and in use of common assessments.

Obstacles

At nine regional articulation conferences conducted in 1987 conference called for the establishment of full-time articulation officers in community colleges (only three colleges have full-time articulation officers), more community college faculty participation in articulation, and more leadership from the

Chancellor's Office in communicating with colleges on articulation issues and in standardizing articulation agreement formats.

Plans

Through the ICC's Committee on Transfer and Articulation plans for continued support of articulation activities, including increased faculty interaction between community colleges and universities, are nearing completion for activities in 1988-89.

RESPONSES TO RECOMMENDATION 4.5: "EACH INSTITUTION SHOULD ASSURE THAT ITS STUDENTS -- AND PARTICULARLY ITS MINORITY AND LOW-INCOME STUDENTS -- HAVE ACCESS TO ADVISING THAT MONITORS THEIR ACADEMIC PROGRESS, REFERS THEM TO ACADEMIC SUPPORT SERVICES AS NEEDED, HELPS THEM CLARIFY AND EXPAND THEIR EDUCATIONAL AND CAREER GOALS, AND PROMOTES ATTAINMENT OF THESE GOALS."

- With the advent of policy and funding for Matriculation, all colleges are working to improve and expand their counseling and advising services to all students who are not exempted. the Board has established among its major goals for matriculation that colleges specifically focus on increasing the number of underrepresented students participating in transfer and vocational programs, and, that matriculation comprehensively assess student support needs and refer students to applicable college services.

- The EOPS program targets low-income students who are also educationally disadvantaged and provides services which supplement those provided by the college through matriculation and related support activities. All colleges conduct Matriculation and EOPS services, but not all student eligible for both service programs are yet served.

Obstacles

Leadership is needed from the Chancellor's Office to assist districts in coordinating Matriculation and EOPS services, counselors are asking for staff development opportunities, particularly in assessing student support needs and in other assessments, and there is concern among services personnel, particularly in financial aid and in child care services, over whether demand for their services can adequately be met.

Plans

During 1988-89, the Chancellor's Office will work with college personnel to design and implement staff training and other assistance aimed at strengthening counseling and the coordination between Matriculation, EOPS, and related student services.

RESPONSES TO RECOMMENDATION 4.6: "COMMUNITY COLLEGES SHOULD ESTABLISH COMPREHENSIVE ARTICULATION AGREEMENTS, WHERE LACKING, WITH NEARBY FOUR-YEAR INSTITUTIONS THAT PROVIDE STUDENTS WITH CLEAR INFORMATION ABOUT TRANSFER REQUIREMENTS AND ENABLE STUDENTS TO MEET THESE REQUIREMENTS EFFICIENTLY. IN ADDITION, THEIR EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS) STAFF SHOULD WORK WITH THEIR COLLEAGUES IN SIMILAR PROGRAMS AT FOUR-YEAR INSTITUTIONS TO ASSURE CONTINUITY OF ACADEMIC AND FINANCIAL AID FOR EOPS STUDENTS WHO TRANSFER TO THOSE INSTITUTIONS."

- Although community colleges have articulated courses and programs with universities for many years, curricular diversification in response to expanding bodies of knowledge, new technologies, new vocational fields, and more diversity among students has made articulation more complex and difficult, and expanded its scope to include student services as well as instruction. As a result of these trends, more coordinative assistance among segmental systemwide offices has been necessary, and in response, the Chancellor established a new organizational unit in 1985-86 to support college articulation efforts. The unit is staffed with two full-time professionals who work on high school and university articulation activities.

- As a further result of increased attention to articulation in the Chancellor's Office more is known about the state of the art than before, and it has become clear that modern college articulation efforts are marked by inconsistencies, lack of priority, and lack of needed formality and of comprehensiveness. To address such problems, the Chancellor's Office has been in the forefront of sponsoring research, conferences, and better coordination in all areas of articulation, as often noted throughout this report.

- Among the more promising activities aimed at improving college and university articulation are the California Articulation Number (CAN) Project and Project ASSIST. The former is an intersegmentally funded effort to establish cross-reference numbers which match community college courses to university equivalents. ASSIST is a computerized advisory system capable of informing students and counselors of transfer course requirements for major and general education, and provides additional information that is campus specific about support and other university services. ASSIST has the potential to evolve into a data base for articulation agreements, though that objective has yet to be achieved. Work continues to develop the CAN and ASSIST systems.

- EOPS and university EOP programs have succeeded in improving transfer opportunities for disadvantaged students by increased interprogram staff contact and by arranging for fee waivers for community college EOPS transfer students. 1988-89 will mark

the third year of such cooperation between EOPS and CSU-EOP programs, and the second year of similar cooperation with UC-EOP personnel.

Obstacles

College and University articulation suffers from inadequate data basis, including coordination between developments in project ASSIST, CAN, and the Management Information System (MIS) for community colleges. Funding for the latter in 1988-89 was vetoed by the Governor. Follow-up in EOPS-EOP transfer services was hampered in 1987-88 by temporary staff shortages in the EOPS unit of the Chancellor's Office, and, MIS developments affecting intersystem student tracking for EOPS and all other transfer students will be delayed by lack of resources during 1988-89.

Plans

During 1988-89, the Chancellor's Office will work to improve communications among articulation personnel, will work to develop standard articulation formats, will implement "2+2+2" projects, will continue efforts in support of the general education transfer curriculum, will continue development of CAN and Project ASSIST, and will continue its participation in ICC and collaboration between EOPS-EOP staff.

RESPONSES TO RECOMMENDATION 4.7: "EACH SEGMENT SHOULD EXPAND ITS EVALUATION OF SPECIAL SUPPORT PROGRAMS AND OTHER CAMPUS SERVICES ON THE BASIS OF STUDENTS' ACADEMIC PERFORMANCE AND EDUCATIONAL GOAL ATTAINMENT. TO THIS END, THEY SHOULD INCREASE THE IN-SERVICE TRAINING OF PROGRAM DIRECTORS IN EFFECTIVE EVALUATION STRATEGIES."

Implementation

- The Chancellor's Office conducts evaluation activities in all of its special programs, but there are deficiencies in conducting outcome studies since these are linked to developments in MIS. College personnel participate in evaluation activities sponsored by the Chancellor's Office and by community college research organizations (e.g. CACC).

- However, the Chancellor and Board recognize there is a need for better coordination among evaluation activities and are in support of reform proposals and 1989-90 funding requests to improve evaluation of student performance.

- In August 1988, the Board is expected to adopt several priorities in its 1988-89 Basic Agenda which would improve evaluation and accountability in student service, fiscal, and instructional activities.

Obstacles

Discontinuity in developing MIS during 1988-89 will delay evaluation developments in EOPS, student services, matriculation, and outcome study activities.

Plans

The Chancellor's Office will be developing alternative information strategies during the summer and fall of 1988 to meet the most essential evaluation needs of the system.

RESPONSES TO RECOMMENDATION 5.2: "AS SOON AS POSSIBLE, COMMUNITY COLLEGES SHOULD BEGIN REPORTING ANNUALLY TO FEEDER HIGH SCHOOLS FACTS ABOUT THE FIRST-SEMESTER ACADEMIC PERFORMANCE OF THEIR STUDENTS."

Implementation

- Over the past two years considerable progress was made in surveying college performance reporting, designing common reporting formats, defining data elements, and preparing to pilot these results within MIS pilot districts, which will, in 1988, conduct the performance report piloting.

Obstacles

Full implementation of statewide performance reporting to feeder high schools will likely be delayed due to the MIS funding shortfall in 1988-89.

Plans

Contingency plans are under consideration in the Chancellor's Office for MIS development in 1988-89, and performance reporting will be piloted in 1988-89.

RESPONSES TO RECOMMENDATION 6.2: "THE CHIEF EXECUTIVE OFFICERS OF THE FOUR POSTSECONDARY SEGMENTS SHOULD ENCOURAGE ADMINISTRATORS AND FACULTY MEMBERS TO PARTICIPATE IN EXTERNAL REVIEW TEAMS OF THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES AND TO ASSIST SCHOOLS IN ADDRESSING DEFICIENCIES IDENTIFIED DURING THE ACCREDITATION PROCESS."

Implementation

- Participation of staff in the Chancellor's Office and particularly of college personnel in high school accreditation began in earnest during 1987-88 with the advent of the Curriculum Consultants Project, where faculty assist high schools with their academic self-studies. The Academic Senate assisted by training and organizing more than 200 faculty consultants to be placed in 73 schools. More than 600

additional faculty members will be prepared for placement in 126 high schools this year.

Obstacles and Plans

The Consulting Project was recently initiated and will require time to evaluate and develop, and plans are to continue the work this year.

RESPONSES TO RECOMMENDATION 7.2: "IN ADDITION TO REASSESSING THEIR ACCESS, OUTREACH, RETENTION, TEACHER PREPARATION, AND STAFF DEVELOPMENT PROGRAMS AS CALLED FOR IN THE ABOVE RECOMMENDATIONS, CALIFORNIA'S SEGMENTS OF HIGHER EDUCATION SHOULD REASSESS THEIR ACADEMIC AND STUDENT SUPPORT SERVICES AND THEIR STUDENT AFFIRMATIVE ACTION AND EQUAL EDUCATIONAL OPPORTUNITY PLANS AND PROGRAMS IN LIGHT OF THE OBJECTIVE OF ASSEMBLY CONCURRENT RESOLUTION 83. BY JUNE 30, 1987, THE SEGMENTS THROUGH THEIR RESPECTIVE LEADERS SHOULD REPORT THEIR REVISED OR NEW PLANS TO THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION. THE COMMISSION SHOULD THEN COMMENT ON THESE PLANS TO THE GOVERNOR, LEGISLATURE, AND THE SEGMENTS AS SOON AS POSSIBLE THEREAFTER, BUT NO LATER THAN BY DECEMBER 31, 1987."

Implementation

The Board called for assessment of student services in its 1987-88 Basic Agenda, and, in August 1988, is expected to reaffirm the priority it gives in the 1988-89 Basic Agenda to defining and intergrating services with instruction, and to focusing on the needs of underrepresented, underprepared, and single parent students. The development of an updated Board plan for student affirmative action is also under consideration by the Chancellor and work on this project will be integrated into 1988-89 priorities.

UNIVERSITY OF CALIFORNIA

SEP 29 1988

September 27, 1988

EOPS DIRECTORS:

Dear Colleagues:

In compliance with Assembly Bill No. 1114, I am providing you with University of California application fee waiver forms for students participating in the Extended Opportunity Program and Services (EOPS), who plan to apply to the University for Fall 1989 and Winter-Spring 1990 terms.

Please, note that the fee waiver program of the University is limited to waiving fees for applying to one, two, or three campuses of the University. If students wish to apply to additional campuses beyond the first three, they are required to pay $35 for each campus selected.

If you have any questions concerning the University fee waiver program, or if you wish to receive additional forms, please call Carla M. Ferri at (415) 642-9498.

Sincerely,

Ed Apodaca

Ed C. Apodaca, Director
Admissions and Outreach Services

Enclosures

cc: Assistant Director Ferri

CHANCELLOR'S OFFICE

GEORGE DEUKMEJIAN, *Governor*

CALIFORNIA COMMUNITY COLLEGES
1107 NINTH STREET
SACRAMENTO, CALIFORNIA 95814
(916) 445-8752

February 3, 1988

TO: EOPS Directors

FROM: Rod Tarrer, Coordinator for the Administration of EOPS

SUBJECT: Admissions Application Fee Waiver Form

Attached are 20 copies of the Admissions Application Fee Waiver Form for your use. The form has been slightly modified to allow its use for more than one year. Because of this modification, the student must complete the term and year for which he/she is applying.

The California State University Office of the Chancellor has requested EOPS Directors comply with the following instructions to facilitate timely processing of these forms:

1. The application fee waiver form must have the original signature of the EOPS Director. Stamped, facsimile, or surrogate signatures will not be accepted.

2. The form is to be attached to the CSU application for admissions.

3. The form should be reproduced on yellow paper to distinguish it from other fee waiver forms.

This form has been distributed to all CSU campuses with instructions to waive the application fee for students whose participation in EOPS is verified by the respective EOPS Director.

If you have any questions regarding this subject, please contact me at (916) 323-6899.

Sincerely,

Rod Tarrer
Coordinator for the
Administration of EOPS

cc: Charles W. Lindahl
Judy D. Klein
John Randall
James Meznek
Ron Dyste

UNIVERSITY OF CALIFORNIA

Admission Application Fee Waiver Form
For California Community College Students
In Extended Opportunity Program & Services (EOPS)
Applying For
Fall 1989 And Winter-Spring 1990 Terms

California law requires admission application fee waivers for California community college students whose participation in EOPS is verified by the respective EOPS directors.

This form is to be used only by students *officially enrolled in the Extended Opportunity Program and Services of the California Community Colleges. This form is to be attached to the University of California Application for Admission.*

TO THE STUDENT

NOTE: The waiver covers the fees for applying to one, two or three campuses of the University. If you wish to apply to additional campuses, you are required to pay a $35 fee for each campus above the first three.

Term for which you are applying

Your Name (Print or Type) ( ) Phone Number

Address (Print or Type) City State Zip

Signature Date

The following section is to be completed by the EOPS director.

TO THE EOPS DIRECTOR.

This form is to be used only by students *officially enrolled in your EOPS program.* After completing the information below, please return to the student.

I hereby certify that the above student is officially enrolled in EOPS and meets the income guidelines of the program.

EOPS Director (Print or Type)

Community College

Signature Date

(Do not Duplicate. Submit Original Only.)

Report of the California State University

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
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OFFICE OF THE CHANCELLOR
(213) 590- 5708

June 30, 1988

Dr. Kenneth B. O'Brien
Interim Executive Director
California Postsecondary Education Commission
1020 Twelfth Street, Third Floor
Sacramento, California 95814-3985

Dear Ken,

Enclosed is the report of the California State University on implementation of the recommendations included in ACR 83 due June 30, 1988. In accordance with legislation, AB 101 (Chacon), a copy is being forwarded to Assemblyman Chacon's office.

In transmitting this report, I must point out that despite the great strides which are being made, much more needs to be done if we are to achieve the goals of equal access and educational equity. Clearly, additional fiscal support is needed.

Should you or your staff have questions or request further information, please contact either Dr. Stephanie A. McGraw (ATSS 635-5547) or Dr. Bert Rivas (ATSS 635-5557).

Sincerely,

John M. Smart, Vice Chancellor
University Affairs

cc: Mr. William D. Campbell
Dr. W. Ann Reynolds
Dr. Lee R. Kerschner
Dr. Charles W. Lindahl
Dr. James E. Jensen
Dr. Penny Edgert

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

CALIFORNIA STATE UNIVERSITY'S RESPONSE TO AB 101 (CHACON 1984) ON THE PROGRESS OF IMPLEMENTING RECOMMENDATIONS OF THE INTERSEGMENTAL POLICY TASK FORCE ON ACR 83

Assembly Concurrent Resolution 83 (1984) requested California's educational institutions to plan and recommend actions to assure that low-income and minority students are adequately prepared from secondary schools for eligibility and enrollment in postsecondary education in numbers that are representative of California's population. An intersegmental task force consisting of representatives from California's major educational institutions, prepared a report with recommendations to implement ACR 83.

The report, Expanding Educational Equity in California's Schools and Colleges, coordinated by the California Postsecondary Education Commission, listed thirty-one recommendations, in seven categories. (See Attachment A). Enabling legislation AB 101 (1987) requires postsecondary educational institutions to report their progress in implementing ACR 83 recommendations and establishes a format for these reports.

This report describes The California State University's efforts to implement the ACR 83 recommendations.

The format and numbering system for the recommendations were established in the ACR 83 report. CPEC has concurred with this numbering system and recommended our using it to develop our response. It includes responses in chart and text form to those recommendations specifically related to the CSU.

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CSU RESPONSE TO ACR 83

I CLARIFYING SCHOOL AND COLLEGE RESPONSIBILITIES

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
I.2 CLARIFYING COLLEGE AND UNIVERSITY RESPONSIBILITIES	The Board of Trustees has received and supported the systemwide Educational Equity Report aimed at improving services to underrepresented ethnic students. Educational Equity is the responsibility of each president. Educational Equity recommendations from systemwide task groups have provided direction for improving outreach efforts to high schools. The new admissions requirements have improved student preparation.	Implementation of campus Educational Equity plans and new admissions began in 1985. The latest report to the Board of Trustees was presented on January, 1988.	Three to five years are needed to achieve full implementation of Ed. Equity Plans & phase-in of new admissions.	Increased funding of Ed. Equity programs such as Student Affirmative Action, Summer Bridge, Intensive Learning Experience, College Readiness ,Graduate Equity Fellowships, and Transfer Centers.
I.3 CLARIFYING COLLEGE AND UNIVERSITY COUNSELING, COORDINATION, AND COOPERATION RESPONSIBILITIES	A major thrust of the Educational Equity reports has been to show that Educational Equity is an institution-wide responsibility. Campuses were requested to reduce duplication between programs and to improve coordination between educational equity programs such as EOP, SAA, and traditional programs such as Relations with Schools counseling, placement, and others.			

3 INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS (Page 1 of 6)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.1 PARTICIPATING IN SCHOOL-COLLEGE PARTNERSHIPS	New programs specifically aimed at influencing schools in major areas such as curricula and instruction are the College Readiness which focuses on improving academic preparation in middle schools. Step to College enables high school students to enroll in one or two courses on CSU campuses - encourages participation by waiving or reducing fees; and, Student Internships in High Schools, an information program for high school students. Other related programs include CAPP and Transfer Centers.	Implementation began in 1986. Programs now in operation in 21 middle schools and includes 200 special services.	Limited funding does not allow expansion of some programs beyond pilot phase.	To provide adequate services increased funding is needed. Support CSU request for expansion of CRP in future budget deliberations.
3.2 REASSESSING OUTREACH AND OTHER SCHOOL SERVICES	Outreach - The systemwide Ed Equity effort required campuses to reasses Outreach, Financial Aid & Academic Support Services. The result has been campus & systemwide school based efforts to improve services to underrepresented ethnic students. Admissions information to high schools, Graduate Equity Fellowships, CSU School & College Review are examples of efforts. Another major effort is a series of music videos for middle & senior high schools.	Outreach The Hispanic Commission established in 1984. The report from Ed Equity Committee began in 1986; CSU Outreach & Recruitment Commission regularly revises & comments on effectiveness to C.O. staff and campuses.	Outreach Limited funding does not allow full implementation; need to improve coordination and support from SDE on counselor components of school-based programs.	

3 INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS (Page 2 of 6)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.2 REASSESSING OUTREACH AND OTHER SCHOOL SERVICES (Con't)	Financial Aid - Significant new efforts have been initiated to expand Financial Aid outreach: 1. Expanded dissemination of application procedures to community colleges. 2. Enhancement of existing outreach materials such as brochures, videos and flyers.	Financial Aid Increased dissemination of financial aid information continues.	Financial Aid Constant change and restrictive federal legislation; insufficient funds at federal and state level.	Financial Aid CSU will continue to request increases in EOP grants and State University Grants.

3 INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS (Page 3 of 6)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.3 INCLUDING MULTI-CULTURAL EMPHASIS ON TEACHER EDUCATION	Campuses reviewed all Teacher Preparation components. Multicultural content included in each component: 1) GE & BA/S degree requirements. 2) Subject Matter Preparation and Assessment: A Resource Guide for Subject Matter Assessment & Report on Assessment of Subject Matter Competency which contain specific multicultural competencies & instructional skills for teachers. 3) Professional Preparation: Early field experiences. 4) Student Teacher Placement: All must complete part of student teaching in multicultural setting. 5) Reseach Efforts: CSU & Southern Savice Center of Far West Lab disseminated school improvement findings & promising instructional practices for low income students to campuses, public schools & other educational agencies	1) Examination of all aspects of Teacher Preparation program is underway. 2) Edcation breadth requirement is in effect on all campuses. 3) Early field experience & student teaching in multicultural settings is in effect on all campuses.	University under graduate & teacher preparation curriculum traditionally based on Eurocentric philosophy & Western perspectives. Availability/dissemination of multicultural curriculum at university level is limited. Resources for faculty development limited.	Funds needed to implement Liberal Studies & English Assessment program which contain multicultural competencies and to support faculty development & dissemination of multicultural curriculum models for teacher preparation.

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.4 RECRUITING OUTSTANDING LOW-INCOME AND MINORITY STUDENTS INTO THE TEACHING PROFESSION	<u>Financial Aid</u> Financial Aid for all students is inadequate. However, it impacts heavily on underrepresented students.	<u>Financial Aid</u> If student loan packages include more grants, the recruitment of low income ethnic minorities will be effective.	<u>Financial Aid</u> 1. Typical Financial Aid package contains too high proportion of loans. 2. Not enough grants	<u>Financial Aid</u> 1. Increase grants 2. Increase staff 3. Increase work-study funds
	<u>Outreach</u> Recruitment of minorities to the teaching profession is a high priority of the CSU. Over the past three years, the CSU & SDE have sought funds to establish New Opportunities in Teacher Education Programs (NOTE). Campuses that have increased efforts in this area are: Dominguez Hills, Humboldt, Los Angeles and Northridge.	<u>Outreach</u> Implementation of efforts to recruit and prepare minority students for teaching is underway.	<u>Outreach</u> No funding received to implement systemwide recruitment, preparation efforts. Dwindling supply of minority college graduates. Decline in financial aid.	<u>Outreach</u> Funding needed for New Opportunities for Teacher Education Program (NOTE).
	Teacher Aide career ladder projects to teaching through Community College PACE programs.	Some campuses have PACE. Systemwide approach under discussion.		Several programs already in statutes.

3. INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS (Page 5 of 6)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.5 OFFERING IN-SERVICE PROGRAMS FOR SCHOOL TEACHERS AND ADMINISTRATORS	Provide clinical supervision training for approximately 8,479 master teachers, contribute to new teacher support and staff development, & strengthen K-12 curriculum & instruction through intersegmental projects, e.g., New Teacher Retention in Inner City Schools, California Academic Partnership (CAPP), California Writing Project, California Mathematics Project, California Humanities Project, Visual and Performing Arts Project.	Implementation of all staff development training and curriculum development projects is ongoing.	Funds to operate WASC/ project were inadequate to meet increased demand for curriculum consultants.	A $470,000 budget request was submitted by State Department of Education to support project administration and consultant activities in 1988-89.

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3 INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS (Page 6 of 6)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
3.6 UNDERTAKING ACTION RESEARCH ON SCHOOL PROBLEMS	A major CSU effort in this area is the collaborative effort between CSU and the Southern Service Center (SSC). It involves faculty in research. Research areas include: Bilingual Education, Rural Education, Students at Risk, and Urban Education. CSU & Southern Service Resource Center disseminated research on effective teaching for low income minority students. Conference: "Effective Teaching for Multicultural California" was conducted for 25 CSU faculty, 25 public school educators. Directory of School Improvement Projects K-12 in the California State University, and a CSU Faculty Resource Directory have been compiled and disseminated.	Southern Service Center is in operation. Other plans being developed. The Master Plan Revisited recommends that the CSU increase its research in elementary and secondary instruction.	Research requires specific funding for faculty time and project costs. No systemwide funding proposal has yet been prepared.	Funding proposals will be developed.

CSU RESPONSE TO ACR 83

4 EXPANDING HIGHER EDUCATION'S SERVICES TO UNDERREPRESENTED STUDENTS (Page 1 of 4)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
4.1 GETTING OUTREACH AND ADMISSIONS STAFF TO VIEW POTENTIAL STUDENTS AS GRADUATES	The purpose of CSU's new admissions requirements is to improve student academic preparation offering greater assurance that admitted students will complete degrees. CSU mounted a major multi-phased information campaign with special attention to underrepresented students. A systemwide Advisory Committee on Outreach and Recruitment was established by Chancellor in 1985 and has recommended a variety of approaches to encouraging college attendance and completion.	Implementation since 1984: all aspects of the information campaign have been implemented; new policy on outreach and recruitment began in 1985 and continues; new Task Force on Retention and Advising to report to Board of Trustees' in Winter, 1988.	Difficult to overcome elements beyond CSU control such as dropouts, stopouts, and poor preparation.	
4.2 EXPANDING SUMMER BRIDGE AND ORIENTATION PROGRAMS	Summer Bridge Programs continue to operate on all 19 campuses. Approximately 2,700 students are served annually with over 270 faculty providing short term classes. Orientation to the university is also provided and some campuses have year long orientation classes. Intensive Learning Experience (ILE) is a supportive effort to the Summer Bridge. It provides developmental and remedial instruction to improve underrepresented ethnic students. freshmen & transfers	Implementation began in 1986; external program assessment and improvement continues.	Student demand for Summer Bridge is greater than available funds.	CSU will continue to request funding to expand Summer Bridge programs to meet student demand.

4 EXPANDING HIGHER EDUCATION'S SERVICES TO UNDERREPRESENTED STUDENTS (Page 2 of 4)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
4.3 INCREASING FACULTY PARTICIPATION IN TUTORIAL PROGRAMS	Faculty involvement in Educational Equity is one of CSU's highest priorities. Faculty Mentoring Programs were implemented 2 years ago on 8 campuses. In 1988, an additional 8 campuses will have Faculty/Student Mentoring Programs. Approximately 160 faculty and over 600 students participate. A systemwide Retention Task Force is preparing a report with recommendations to change existing policies to increase faculty participation. A systemwide committee on Retention and Advising is now addressing means of improving faculty participation.	Programs operational for the past two years.	Lottery funds for are now used and are limited. Lottery funding is scheduled for three years only. Current RTP process does not encourage faculty participation.	Efforts will be made to seek general fund support.
4.4 ASSURING UNIVERSITY AND STATE UNIVERSITY FACULTY ASSISTANCE TO COMMUNITY COLLEGE	In 1987, CSU faculty initiated the first of a series of joint faculty conferences with CCC faculty to develop collaborative programs to strengthen transfer curriculum ties between the segments. Five projects resulted from the 1988 conference: 1. English articulation workshop 2. Workshops or standards and expectations in English 3. Common courses to prepare students for CSU upper division 4. A collaborative English project 5. Additional Math course descriptions	First conference of the CCC/CSU held in November, 1987; project funded in 1988. The CSU fully supports the concept of General Education Transfer Curriculum.		Intersegmental implementation does not require legislation or new funding at this time.

CSU RESPONSE TO ACR 83

4 EXPANDING HIGHER EDUCATION'S SERVICES TO UNDERREPRESENTED STUDENTS (Page 3 of 4)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
4.5 PROVIDING ADEQUATE ACADEMIC AND CAREER ADVISING	Student access to advising and monitoring their academic progress is considered to be a campus-wide responsibility. All faculty are required to advise students. "Early Warning" programs to detect & assist students with academic problems are now in operation on some campuses. Faculty Mentoring, Faculty/Student Mentoring, EOP & Career Placement Centers provide advising & academic support services also provide these services. The Retention and Advising Task Force is now addressing means of improving academic advising.	FMP implemented 1987; FSMP proposed for lottery funding 1988; Retention & Advising Committee recommendations ready for Board of Trustees, Winter 1988.	Steps will be taken to involve more faculty in advising.	
4.6 ASSURING COMMUNITY COLLEGE ASSISTANCE TO POTENTIAL TRANSFER EOPS STUDENTS	In addition to articulation conferences and the Joint Faculty Conferences described in 4.4, the CSU & CCC established a joint pilot program to facilitate the transfer of EOPS students to CSU's EOP. EOP services include a wide range of academic services. The program involves 7 CSU campuses & 49 CCC's. The program started in 1986 and adheres to statutes contained in AB 1114.	Program has been underway since 1986	Pilot effort does not include all 19 campuses; some difficuly in identifying and reaching EOPS students.	Pilot project ends in 1989. We will attempt to continue the program without requesting additional funds.

4 EXPANDING HIGHER EDUCATION'S SERVICES TO UNDERREPRESENTED STUDENTS (Page 4 of 4)

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
4.7 EXPANDING EVALUATION OF SPECIAL SUPPORT PROGRAMS	The Educational Equity Report requires all campuses to evaluate Ed Equity activities. In addition, specific evaluation is under way to determine the effectiveness of Summer Bridge & the Intensive Learning Experience Program - two of our newest Educational Equity efforts. Far West Laboratory has this assignment. The Faculty Mentoring Program was also evaluated by two Associate Professors from CSU, Fullerton. In addition, CRP is evaluated by Diogenes, Incorporated and Transfer Centers by Berman, Weiler and Associates. All programs established since 1985 have had funds set aside to be used specifically for external evaluation.	Implementation under way and continuing.	Effectiveness of some long range programs such as the middle school programs and Summer Bridge, ILE require 4-5 year longitudinal data.	

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5 IMPROVING EDUCATIONAL INFORMATION

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
5.3 IMPROVING PUBLIC UNIVERSITY STUDENT PERFORMANCE REPORTS	The CSU has improved and expanded both its high school and Community College student performance reports. The CSU has worked with the UC to identify 8 common reporting elements.	The new high school reports have been issued since 1985 and the new Community College reports were issued in 1986.	Reports continue to be under-utilized by the receiving institutions	No legislative or budgetary requests are contemplated at this time.

& INVOLVING ACREDITATION

(1) ACR RECOMMENDATION	(2) ACTIVITIES/ PROGRAMS	(3) PLANS FOR IMPLEMENTATION	(4) IMPEDIMENTS	(5) RECOMMENDED LEGISLATIVE/BUDGETARY ACTION
6.2 ASSURING HIGHER EDUCATION PARTICIPATION IN SCHOOL ACCREDITATION VISITS	Approximately 170 CSU faculty participated as part of the secondary school accreditation process via the Intersegmental Curriculum Consultant Project.	Initiated in 1986 and expanding.	None	Support Intersegmental proposal for resources for Curriculum Consultant Project.

1. Clarifying school and college responsibilities

1.2 Clarifying College and University Responsibilities

The California State University has long recognized its special responsibility for educational equity. In recent years, two major efforts have been initiated to establish an effective foundation from which to develop goals and objectives within the system and to encourage collaboration with other segments to improve outreach and retention of underrepresented ethnic students. Both efforts began with systemwide committees appointed by Chancellor Reynolds. Reports from these committees were used for planning and developing educational equity strategies.

The first report on Hispanic underrepresentation was titled "Hispanics and Higher Education: A CSU Imperative (June, 1985)." It contained 46 recommendations from which emerged several significant programs to recruit and retain Hispanics. Two prominent retention efforts resulting from the report were the Summer Bridge and Intensive Learning Experience Programs and Transfer Centers that now serve over 6,000 students.

One year after the report on Hispanics, the second report was issued, "Educational Equity in the California State University - Which Way the Future" (January, 1986), aimed at improving campus responsiveness to ethnic underrepresented students. This report prompted the development of new organizational structures in the Chancellor's Office and on campuses to streamline and improve services to underrepresented ethnic students. A continuing process of campus reporting and analysis has been undertaken which includes the establishment of clear program guidelines, stipulation of measurable outcomes, and annual reports to the Board of Trustees.

3. Increasing Higher Education's Services to the Schools

For several years the California State University has provided services to students and schools with the goal of raising the number of underrepresented minority students in higher education. Following the renewed commitment to Educational Equity resulting from the 1986 Educational Equity in California State University-Which Way the Future, the CSU has been particularly active in outreach. In this document, the CSU defines minority access "as the process of aggressive outreach and recruitment efforts which result in an increase in the

number and proportion of minority and other historically underrepresented students who seek and gain admission to the CSU."

The results of these aggressive outreach and recruitment efforts are promising and suggest that outreach programs have made a difference in student access. For example, we know that the number of applications in the most recent year exceeds prior year applications by eighteen percent and that the number of underrepresented minority students has grown considerably. For example, since 1984 the number of fall enrollments has increased 40 percent for Hispanic students, Blacks are up 14 percent, Asians are up 34 percent, and other nonwhites are up 42 percent. From 1986 to 1987 first time freshman enrollment increased 8 percent for Black and 18 percent for Hispanic students. The percent of nonwhite transfer students also has continued to grow. Outreach to transfer students is specifically targeting Black and Hispanic students. Black transfer students increased from 1986 to 1987 by approximately 5 percent and Hispanic students by over 6 percent.

Access of minority students also depends a great deal on increasing the pool of eligible students. Outreach to middle schools (6, 7 and 8) through 11th grade students has been an important component of most recent CSU initiatives, as have been efforts to better inform parents of college preparation requirements. Campuses are monitoring increases in college preparatory course enrollment in those schools where students are program participants.

In addition to continuing outreach programs, the CSU initiated a number of new outreach efforts. The results of these programs indicate that outreach services to underrepresented students have improved significantly, as has collaboration between CSU, middle and high schools, and community colleges. The following highlights those programs and activities.

3.1 Participating in School-College Partnerships

ACTIVITIES AND PROGRAMS

<u>The College Readiness Program</u>

The College Readiness Program (CRP), a collaborative program between the CSU and the State Department of Education, provides academic enrichment for students in 21 selected intermediate schools, using trained student interns from five CSU campuses. This new program is designed to improve academic preparation and

college going rates of underrepresented students. CRP intermediate schools have enrollments of 500 or more students and Black or Hispanic populations of at least 40 percent. Selection of the participating schools was completed in 1986 and the program became operational in January 1987.

CRP students are chosen because they achieve at grade level in the 6th, 7th, and 8th grades, but are beginning to display need for additional assistance in the development of higher cognitive skills in mathematics and English in order to proceed to a college preparatory curriculum by grade 9. The program will be assessed primarily on increases in the number of students in the target schools who enroll in Algebra 1 and college preparatory English in the 9th grade.

Special Services to High Schools

Lottery funds in the amount of $500,000 were made available to enable selected CSU campuses to respond more effectively with outreach activities to 167 high schools with 60 percent or more minority enrollment. Funds were distributed to CSU campuses at the rate of $3,000 for each high school served. These funds are utilized by 15 campuses to employ approximately 250 CSU students to reach over 55,000 students, the majority of them in the 10th grade. CSU students inform them about the 1988 admissions requirements and assist them to qualify for CSU admission. The schools provide support for the CSU students often with office space to meet with students, access to classrooms, and student transcripts. In several schools, counselors assume direct, on site responsibility for supervising the CSU students. Next year the program is expanding to an $812,000 budget and will serve 9th and 10th grade students in 203 schools.

Step-to-College

Step-to-College, a program which allows campuses to waive or reduce registration fees to high school juniors and seniors who enroll in one or two regular university courses per term, focuses on promising underrepresented minority students. Participating high schools are responsible for screening and recommending students for the program while CSU is responsible for academic advising and course selection. Approximately 900 students participated in 1987.

Transfer Centers

Fourteen CSU campuses are participating in the Transfer Center Project. This intersegmental project is intended to address a common concern--low participation rates among Black and Hispanic students in baccalaureate study. The Centers provide academic

advisement, application assistance, and also serve as the focus for academic articulation.

Project ASSIST is funded as part of the Transfer Center Project and is a cooperative venture between participating UC, CSU and community colleges to develop a computer cross-reference of transferable course credit, as well as courses applicable to CSU general education requirements. Ten campuses received funding for Project ASSIST.

IMPLEMENTATION

All student outreach recommendations have been implemented.

IMPACT

Partnership programs have proven most effective in raising the aspirations and achievement of young people. The programs are among the most innovative and far reaching not only for their impact on students, but for the increased cooperation and good will between institutions.

IMPEDIMENTS

The lack of sufficient funds means that tough decisions have to be made about priorities and level of service. For instance, for two years we have proposed the budgetary expansion of CKP. While these funds have not been forthcoming, the CSU worked within the budgetary limitations and developed the programs to the fullest extent possible.

LEGISLATIVE/BUDGETARY ACTION

Additional funding is needed to serve all schools and community colleges at an optimum level. Several schools are receiving minimum level of services which normally does not include on-going campus visits. It is restricted to distribution of applications, the CSU School and College Review, Application Status Report, and Counselor Conferences. Optimal outreach includes an ongoing school/community college visitation program, including placement of interns who serve as role models and advise students about CSU admissions; early outreach to middle and junior high schools, and parental involvement projects with K - 12.

3.2 Reassessing Outreach and Other School Services

ACTIVITIES AND PROGRAMS

Plan to Disseminate Information About New Admission Requirements

A plan to disseminate information about the new admission requirements was developed in early 1986. The plan (Attachment B) identified ways for CSU to inform all prospective students about the 1988 requirements and specifically targeted ethnic underrepresented students. The plan stipulated activities, audiences, an implementation schedule and assignment of primary responsibility. It particularly targeted ethnic organizations, such as the Association of Mexican-American Educators (AMAE), the Black Alliance for Scholarship Education (BASE), the National Association for the Advancement of Colored People (NAACP), Raza Advocates for California Higher Education (RACHE), and Asian-Pacific education groups; radio stations, magazines and other media geared to Black, Hispanic, and Asian-Pacific audiences. Over two dozen different types of activities were carried out by the campuses and the Office of the Chancellor.

Public High School Survey

All California public high schools were surveyed by CSU campuses about their ability to offer the full complement of courses and sections required for admission to the CSU. Twenty six schools originally identified themselves as having difficulty offering sufficient courses or sections. Campuses were encouraged to work with these high schools. After one year, the list is down to eight schools, with one school indicating that by next year it expects to have new facilities in order to offer the needed sections for their school. CSU staff will continue to work with these schools to assure the availability of necessary college preparatory courses.

Newsletter and Conferences

The CSU School and College Review continues to serve as an effective newsletter to keep schools and colleges informed of CSU policies, procedures and other information. The Review has become the one written resource that all school personnel can refer to for up-to-date policy interpretation. Approximately 20,000 copies are sent quarterly to high school and community college staff.

High school and community college conferences have always been a mainstay of communication between CSU outreach and schools and community colleges counselors. Presentations focus on admissions requirements and practices, educational equity outreach efforts and have highlighted collaboration within the CSU and across institutional lines.

One time regional workshops with high school principals were held for the purpose of informing the principals of CSU initiatives, strengthening their ties to the CSU campuses, and enlisting their support in improving the preparation of students entering college.

Outreach to Parents

Three campuses (Fresno, Northridge and San Diego) are conducting an extensive parental outreach project with parents of elementary and middle school students. This project is based upon a recommendation of the CSU Community Advisory Panel. A thorough review of the literature was made, and a policy paper was developed. Three campuses indicated a desire to conduct the project using their existing campus resources. Several other campuses have developed short term parental involvement activities.

A letter was sent to parents of eighth grade students in predominately ethnic minority public middle and junior high schools throughout the State. The letter, written in both English and Spanish, notified parents and students of the new admissions requirements and encouraged them to plan for high school and the future. A high school planning chart was also enclosed.

A letter written in both English and Spanish, was mailed to parents of tenth grade students, encouraging them to meet with a high school counselor to plan the next two years of high school so that their children would enroll in courses to qualify for admissions to the CSU. The letter also apprised parents of the changes in the CSU admissions requirements.

Los Angeles Archdiocese Community Outreach

Outreach to Hispanic parents is being conducted in collaboration with the Catholic Archdiocese of Los Angeles. The program has as its principal goal to reach parents of intermediate and junior high school students for the purpose of raising awareness of the importance and the availability of postsecondary education for their children.

Educational Videos for Middle and Senior High Schools

A pulsating new music video, "All You Can Dream," hit the commercial market in 1987. The music video carries a message to young people, sung by Nia Peeples of television's "FAME," to "stay in school, get an education, give yourself a chance." A Spanish version, "Y Porque No Soñar," adapted and sung by Antonio de Jesus, popular Latin vocalist, also airs on Spanish-speaking radio and television. Featured on the video and on several public service announcements adapted from the

original video in both English and Spanish are entertainers and celebrities. Actual CSU students and faculty carry out the story line depicting a minority student who makes the decision to go to college.

An updated version of the companion video for the booklet, "Futures, Making High School Count," was mailed spring 1988 to all California middle and senior high schools with a population of 40% or more underrepresented students. This video describes the high school courses needed for eligibility to colleges as well as highlighting career options for students and gives an overview of the California educational segments. The video is also available in Spanish.

An updated visual presentation, "Financial Aid," for use with students, parents, teachers and counselors describes the process of college selection and college costs financing is now available in Spanish and English. This video provides comprehensive step-by-step guidance for parents and students who must plan for college expenses. Specific suggestions help families identify potential sources of financial aid, estimate their eligibility for assistance, and apply for financial aid using the FAF (Financial Aid Form) or SAAC (Student Aid Application for California) form. Copies of this video were furnished to schools with high populations of underrepresented students.

Posters

Fifty thousand copies of a new poster, "It's a Great Feeling!" were distributed in junior and senior high schools throughout the State. The poster, showing a smiling CSU student on the day of graduation, reminds students of course requirements for admission to the CSU in fall 1988.

"Listen to the Stars," is a companion poster to the CSU music video, "All You Can Dream." It depicts the same message as the music video through a visual reminder of the movie stars in the video and lists the CSU freshman admission requirements. This poster was distributed to California middle and high schools.

Booklets

A new booklet, "The CSU Excites Your Imagination," was released this year through School Relations offices on the 19 CSU campuses. The new booklet highlights systemwide strengths and accomplishments and points out the quality, diversity, and advantages of the CSU campuses. It is designed to stimulate the interest of intermediate and junior high school students and to inform them of the many opportunities open to them through the CSU.

In spring 1987, copies of "Futures, Making High School Count," a booklet for eighth graders, was mailed to all public middle and junior high schools in California. A letter for parents in both English and Spanish from Chancellor W. Ann Reynolds accompanied the booklet. The booklet is designed to help students keep open the door to the future by planning a high school program which prepares them for college or provides a solid foundation for employment after graduation. The booklet was translated into Spanish and distributed to the campuses. It is available for parental involvement activities.

"CSU and You, A Guide for Community College Transfers to the California State University," is a booklet for community college students who anticipate transfer to the CSU, and for the countless others who may be considering such a choice. The booklet provides community college students and their families with information helpful in understanding admissions, application procedures, availability of financial aid, and other services which facilitate the transfer process.

"Preparing for the University", a booklet available in English and Spanish and directed to parents of underrepresented students has been widely distributed by the campuses. The booklet was developed because of requests from parents for a readable, short guide to most frequently asked admissions and financial aid questions.

In 1988-89 an 18 month calendar in Spanish and geared to appeal to parents will be distributed throughout California in schools and communities. This calendar will list important dates as reminders to parents and students of the CSU financial aid and admissions application process. The calendar features pictures of Hispanic families and family events related to education.

Graduate Equity Fellowship Program

The Graduate Equity Fellowship (GEF) program is a new program intended to recruit and support graduate ethnic underrepresented students and women in those academic fields where they are underrepresented. The GEF provides financial and academic support to students selected as fellows. Academic support includes faculty mentorships, assistantships, and other special activities intended to increase retention toward graduation. Each year approximately 235 full-time graduate students participated as fellows, 42% of them Black and Hispanic. The average grant per student is approximately $1,650. Students in the program earned an average GPA of 3.5.

Financial Aid

Significant new financial aid outreach efforts have been initiated through enhanced information dissemination and

counseling services for financial aid applicants and their parents. These activities include: 1) expansion of financial aid information dissemination to new entering and transfer students regarding the availability of financial aid and application procedures, 2) coordination with local community colleges in the development of student budgets and standard supplemental application documents, 3) providing financial aid advisement at Transfer Centers, and expansion of participation in high school PTA "College Night" sessions, especially with schools serving a large population of low-income and minority students, and, 4) enhancement of financial aid brochures, videos, and flyers describing the application process, costs of attendance, determination of eligibility for aid, financial aid programs, and the rights and responsibilities of student financial aid recipients.

To reduce dependence on loans for new entering and transfer students, the CSU has developed the following policy:

> Supplemental Educational Opportunity Grant funds are to be awarded first to students with "exceptional need" (i.e., students with the lowest expected family contribution), according priority to Pell Grant recipients who fall within the following CSU target groups in the order indicated:

1. Educational Equity students who are first-time freshmen or California Community College Transfers
2. Continuing Educational Equity students
3. All other first-time freshmen and Community College transfer students
4. All other eligible students

IMPLEMENTATION

Outreach

All student outreach recommendations have been implemented.

Financial Aid

Our goals are to 1) continue to improve the financial aid information dissemination process for both students and parents, especially for minorities and those from low-income backgrounds, 2) simplify the application process, 3) increase the availability of grant funding from federal, State, and other sources, 4) reduce dependence on loans, especially for new entering and

transfer students, and 5) to assure that financial aid applicants receive timely notification of their financial aid awards.

IMPACT

Financial Aid

Financial Aid Applications to the CSU for the 1988-89 academic year have increased by over 14% Since applications are still being accepted and processed by the campuses, it is expected that the percentage increase in applications will continue to rise. Thus, it seems fair to assume that our goal to enhance and expand our information dissemination efforts have resulted in reducing some of the perceived barriers to applying for financial aid.

Outreach

1. From the standpoint of immediate outreach, we can surmise that the impact has been positive if we use existing measures such as number of applications, admissions, and enrollment. The numbers of high school students entering as first time freshmen has increased for all groups in the CSU.

   The impact of immediate outreach activities is reflected by overall increases in first-time freshman enrollment. Hispanic representation in the first-time freshman cohort increased 142.3 percent between 1977 and 1986. The 3,036 Hispanic first-time freshmen represented 11.5 percent of the 1986 CSU first-time freshman enrollees as compared to 5.2 percent (1,253 students) in 1977. During the same period, Black first-time enrollment increased 24.8 percent. The 1,633 Black students who enrolled as first-time freshmen in 1986 represented 6.2 percent of first-time freshmen as compared to 5.5 percent (1,309 students) in 1977.

   The representation of Hispanic and Black students in the total undergraduate population also increased in the period from 1977 and 1986. The number of Hispanic undergraduates grew from 13,538 to 25,147. This reflects an 85.8 percent increase in Hispanic students since 1977. In 1977, Hispanic students represented 5.6 percent of the total undergraduate population. Hispanic students constituted 9.4 percent of the total undergraduate enrollment in 1986. Black student

undergraduate gains were modest. From 1977 to 1986, Black undergraduate enrollment increased from 12,006 to 14,169. The percentage of Black undergraduates increased slightly going from 5.0 to 5.3 over the 10 year period.

2. For early outreach, however, applications is not an appropriate measure. With these programs, we are attempting to influence academic preparation, motivation, self esteem and lift the aspirations and achievement of young people. Early indications are that greater numbers of junior and high school minority students involved in CSU student preparatory programs are enrolling in college preparatory courses by the 9th grade. (See Attachment C, CRP Evaluation.)

IMPEDIMENTS

Financial Aid

The major impediments to achieving the stated goals of simplifying the financial aid application process can be attributed to changing and increasingly restrictive federal legislation/regulations and lack of sufficient grant funding at both the federal and State level.

Federal Legislation (P.L. 99-498 effective 7/1/87) mandating the methodology for determining financial need and other data elements required for both State and federal program eligibility and research data, severely constrains the ability of the Student Aid Commission and its intersegmental "Common Form Committee" to simplify the Student Aid Application for California (SAAC).

The changing federal legislation/regulations also adversely impacts the ability to update written, as well as audio-visual materials in a timely manner. In addition, this environment adversely impacts financial aid automated systems, and office procedures often resulting in delays in award notifications to students.

LEGISLATIVE/BUDGETARY

Financial Aid

A.B. 2617 was passed in September, 1986, authorizing the CSU Trustees to increase the maximum EOP grant awards from $1,000 to $2,000 per academic year; however, funding to implement this legislation has not been approved. The CSU will continue to include a request for funding to increase the EOP Grant ceiling in its annual State budget request.

The State University Grant Program (SUG) currently covers only a portion of the fees for eligible students ($417 of average total fees of $757 in 1987-88) and funds are insufficient to award all eligible students. The CSU will pursue efforts to increase funding in this program to cover awards to all eligible students and to cover full mandatory fees.

Cal Grants A & B - Although the intent of the Cal Grant programs is to cover full fees at public institutions, funding cutbacks have prevented California Student Aid Commission (CSAC) from fulfilling that intent for the past several years. In 1987-88 the average Cal Grant A award to CSU students amounted to $326, whereas average mandatory fees were $757. We will continue to support CSAC in its efforts to obtain increased Cal Grant funding for this purpose.

3.3 Including Multicultural Emphasis in Teacher Education

ACTIVITIES AND PROGRAMS

The California State University prepares over 70 percent of the classroom teachers educated in California. The preparation of beginning teachers is shaped by the requirements of the Teacher Preparation and Licensing Act of 1970 (Ryan) and university requirements for graduation. The result of these requirements is that about 80 percent of the postsecondary education of prospective teachers is provided in academic departments through General Education and subject matter preparation (majors or waiver program); the remaining 20 percent of the preparation program, including student teaching, is provided in the school of education through professional coursework. In 1986-87 Chancellor W. Ann Reynolds issued an "All-University Responsibility" statement to provide a focus for involving the entire university in improving the education of prospective teachers.

<u>General Education and Bachelor's Degree Requirements</u>

According to Trustee Policy, "the purpose of the general education breadth requirement is to provide a means whereby graduates [including prospective teachers] will have acquired appreciable knowledge ... about how human society developed and how it functions ... and about the cultural endeavors and legacies of their civilization".

Since 1981, approximately 200 tenured CSU faculty from departments in the Humanities and Sciences on 12 CSU campuses

have received Academic Program Improvement Grants and participated in pilot projects designed to infuse multicultural content and perspectives into general education courses or introductory courses in the majors. Systemwide support for these projects totals $331,630 to date; actual expenditures include an additional $250,000 in cost sharing by campuses receiving grants.

Subject Matter Preparation and Assessment

Executive Order 476 was issued on March 1, 1987 to implement Title 5 requirements, adopted by the Board of Trustees of The California State University, for admission to and exit from teaching credential programs. One provision of the executive order places the responsibility for certifying the subject matter competence of prospective teachers with the academic departments. Accordingly, CSU faculty, administrators, and representatives from other education agencies, participated in assessment conference workshops which resulted in the development of a Resource Guide for Subject Matter Assessment of Prospective Elementary School Teachers, and a Report on Assessment of Subject Matter Competency of Prospective English Teachers. The following competencies are recommended:

Multiple Subjects Credential

Language Arts

Is familiar with literature of many ethnic sources; knows how it reflects ethical, aesthetic, cultural and political values; and understands how it helps in the interpretation of human experience.

Social Science and History

Understands the impact of culture and society on individual behavior and social relations, including patterns of prejudice, stereotyping, and discrimination.

Mathematics

Demonstrates some knowledge of the contributions made by various cultures to mathematics.

Humanities

Appreciates the cultural heritage of Western and non-Western peoples. Is familiar with Western and non-Western classic texts.

Physical Education and Health

Perceives, appreciates and accommodates similarities and differences among individuals of varying abilities and cultural backgrounds.

Human Growth and Development

Recognizes the differing impacts on development and behavior that result from situational/contextual background factors such as:

1. Family structure and parent-child relationships
2. Peer group relationships

Understands how development might be affected by factors such as:

1. Cultural influences
2. Economic influences
3. Ethnic influences
4. Gender influences
5. Generational influences
6. Issues of self esteem and self image

The report on Assessment of Subject Matter Competency of Prospective English Teachers (1988) recommended the following competencies:

Literature Competencies (All Media)

Familiarity with American, British, world, ethnic and adolescent literature.

Understanding of the interrelationships among literary, ethical, aesthetic, cultural, political and social values.

Language Competencies

Understanding of the principles of first and second oral and written language acquisition and development. Knowledge of how social, cultural, and economic environments influence acquisition and use of language.

Professional Preparation

Early Field Experiences

Successful completion of a qualitative, early field experience in a school setting is a prerequisite for entrance into all teacher education programs. Most campuses conduct early field experiences in multicultural school settings so that students

will be able to develop an awareness of the potential rewards and inherent challenges of teaching and explore their interest in and talent for the teaching profession.

Student Teacher Placement

CSU policy requires that all teacher education students complete a portion of student teaching in a multicultural setting. Credential candidates are also assessed on their knowledge of effective instructional strategies for motivating and teaching minority youth.

Special efforts are being made to increase the number of minority faculty in schools of education and schools of arts and sciences. Diverse university faculty and adjunct faculty in the public schools who team teach methods courses and provide student teaching supervision serve as role models for prospective teachers and are able to provide important perspectives on the cultural, linguistic and dialectal characteristics and educational needs of California's changing student population.

Bilingual/Cross-Cultural, Credential/Certificate and English-as-a-Second Language Programs

Currently, all CSU campuses offer bilingual emphasis programs in one or more of the following languages: Spanish (18 programs), Cantonese (1 program), Cantonese/Mandarin (1 program), Native American (1 Program), and Vietnamese (1 program). The programs are designed to prepare students to teach in K-12 classrooms, as well as serve those who desire to acquire cross-cultural knowledge and expertise. Additionally, certificate programs in Teaching English as a Second Language, ESL, and Teaching English to Speakers of Other Languages, TESOL are offered at Chico, Dominguez Hills, Fullerton, Long Beach, Los Angeles, San Diego, San Jose and Sonoma.

Research Efforts

Efforts have been put forth by the CSU in collaboration with the Southern Service Resource Center of the Far West Laboratory for Educational Development and Research to disseminate research findings regarding effective teaching and learning strategies for culturally diverse students and strengthen the school improvement efforts of public schools in the Western region of the United States. Among its projects, the SSRC conducted a conference on Effective Teacher Preparation in spring 1987 and compiled and distributed effective models for school improvement related to students at risk, diverse student populations, and minority underrepresentation in postsecondary education to CSU

campuses and Southern California school districts. Approximately 50 faculty and district administrators attended this conference in Los Angeles.

IMPLEMENTATION

General Education

The general education breadth requirement including the multicultural component is in effect on all campuses.

Subject Matter Preparation and Assessment

Several campuses have assessed the adequacy of multicultural content within the waiver programs and have designed a process for incorporating multicultural perspectives into the curriculum. Most campuses are in the early developmental stages of assessing the adequacy of multicultural content and in devising strategies for infusing the content into the academic disciplines.

Professional Preparation

Campuses are implementing procedures to review the professional development component of teacher preparation. Six campuses have held faculty development workshops and are reviewing the content of professional coursework.

Early Field Experiences/Student Teacher Placements

Implementation of early field experience and the placement of student teachers in multicultural settings is underway on all campuses.

IMPACT

The CSU has made progress in establishing policies, developing strategies and implementing programs to ensure that prospective teachers are prepared to provide effective instruction to California's multicultural-multilingual student population. The impact of specific efforts toward infusing multicultural perspectives and experiences into the curriculum follows:

Professional Preparation

Early Field Experience/Student Teacher Placement

Annually, 7,000 prospective teachers have been placed in multicultural classroom settings for early field experience and student teaching placement.

General Education and Bachelor's Degree Instruction

Approximately 50 CSU faculty participate annually in a workshop of the Teacher/Scholar Summer Institute which focuses on development of cross-cultural competencies in classroom instruction, curriculum design, program development, and evaluation. Emphasis is placed on developing knowledge and understanding of the life histories and cultural perspectives of major cultural groups, e.g., Hispanic, Native American, Black, Asian Refugees, and Pacific Islander.

Approximately 200 tenured CSU faculty from departments in the Humanities and Sciences on 12 campuses have participated, through the Academic Improvement Grants Program, in pilot projects designed to infuse multicultural content and perspectives into general education and introductory courses in the majors.

Subject Matter Preparation

Approximately 120 CSU faculty members from 19 campuses participated in the Liberal Studies Assessment Conference. 1,000 or more copies of the Resource Guide for Subject Matter Assessment of Prospective Elementary School Teachers have been disseminated to faculty on CSU campuses.

Professional Preparation Research Efforts

In conjunction with the Southern Service Resource Center of Far West Laboratory, the CSU conducted a conference for 225 CSU faculty, 25 teacher educators in California, and 10 educators from the Western region of the United States on Effective Teacher Preparation for a Multicultural California.

The Southern Service Resource Center has compiled and disseminated two resource directories: Directory of School Improvement Projects K-12 in the California State University and The California State University Faculty Resource Directory to CSU campuses, public school districts throughout California and in Arizona, Nevada and Utah.

IMPEDIMENTS

Historically, Eurocentric philosophy and Western European perspectives have served as the knowledge base for the university curriculum as well as the dominant perspective in the academic preparation of faculty.

The infusion of multicultural perspectives across the disciplines at the university level is in the developmental

stages and is only the first step in meaningful curriculum reform.

Resources are limited for faculty development.

LEGISLATIVE/BUDGETARY

Preliminary projections are that the CSU will seek funding to implement the Liberal Studies and English Assessment Program which contains multicultural competencies and funding for faculty development.

3.4 Recruiting Outstanding Low-income and Minority Students Into the Teaching Profession

ACTIVITIES AND PROGRAMS

In order to reflect the growing diversity in the student population, the Office of the Chancellor of The California State University and six campuses have devised and implemented specific efforts to attract, recruit and prepare ethnic underrepresented students for careers in the teaching profession.

CSU Campus Programs

CSU, Dominguez Hills, the Los Angeles Unified School District, and Harbor Community College were awarded a $261,000 grant by the Carnegie Corporation to create a model ethnic underrepresented teacher recruitment program in 1987-88. The model is being implemented in six junior high schools, three high schools, one community college, and one university, all with large numbers of ethnic underrepresented students.

The project focus is on the development of interest in teaching, as well as in academic and interpersonal skills. Activities include university faculty school visits to develop future teachers projects, campus visitations by students, an education careers conference, faculty mentoring, and tutoring by university students.

CSU, Humboldt sponsors an innovative Indian Teacher and Educational Personnel Program (ITEPP). The program is designed so that participants acquire knowledge about the customs, duties, practices, expectations, and traditions in Indian and non-Indian schools, receive academic assistance and personal support, and participate in field experiences in the public schools and schools in the Indian communities.

California State University, Los Angeles is a primary partner in the Teacher Academy at Crenshaw High School in Los Angeles. The Academy was established in 1986-87. The academy serves as a state model for encouraging minority high school students to prepare academically and experientially to be teachers. Professors interact directly with students in the Future Teachers Club and provide them with the skills needed to effectively tutor junior high and elementary students. The personal contact with faculty role models, in combination with tutoring activities and academic counseling, serves to awaken an interest in teaching and an awareness of the necessary academic preparation.

CSU, Northridge sponsored conferences in spring 1987 to attract CSUN minority undergraduates and community college students to the teaching profession: "What's Right With Education", "Why You Should Teach", and established a cooperative Bilingual Emphasis/Special Education Program to attract bilingual aides into credential programs and to provide career ladders.

San Diego State University has focused on changing structural (systemic) factors such as the curriculum, faculty expertise, and the quality of education in predominately minority K-12 schools. The approach also includes activities targeted specifically for minority students, such as outreach, advisement, tutoring, mentoring and networking.

San Francisco State University sponsors a three way partnership among faculty from the School of Education, staff in university outreach and retention programs, e.g., Step to College, Mission to College, and secondary public school educators in San Francisco, Berkeley and Oakland. The program, which began in 1985, is designed to provide academic educational experiences and support that will enable and encourage minority students in high schools and the university to achieve excellence and pursue careers in teaching.

Comprehensive Teacher Institutes In 1986, Institutes were established at San Diego State University in conjunction with the San Diego Unified School District, and at California Polytechnic State University at San Luis Obispo with surrounding school districts. Each institute has worked with campus departments, the County Office of Education and minority community organizations to develop and pilot recruitment and retention strategies for increasing the number of minorities in teacher education programs.

Recruitment Activities

Career Education Fair, Los Angeles County Office of Education: Chancellor's Office staff have participated in education career

fairs for approximately 2,500 11th and 12th grade students in the Los Angeles Unified School District. Utilizing a CSU, Los Angeles recruitment video, staff interacted with students and exchanged views on the rewards and challenges of the teaching profession. In addition, students were advised about CSU admission requirements, and the undergraduate and professional preparation programs.

Media Outreach Campaign: The California State University, Office of Special Projects staff are preparing several public service announcements to increase awareness of California's critical need for teachers, and underrepresented ethnic teachers in particular. The announcements will be upbeat and designed to inform youth in the middle grades and at the senior high school level about future career opportunities in the teaching profession.

State and Federal Proposals

In cooperation with the State Department of Education, the University of California and the California Community Colleges, the CSU continues to seek special state and federal funding to work with underrepresented ethnic students as early as high school so they may become motivated, academically prepared and interested in teaching and eligible for teacher education programs.

IMPLEMENTATION

The California State University has increased efforts to attract, recruit and prepare underrepresented ethnic students to pursue careers in the teaching profession. The level of program implementation varies from campus to campus.

IMPACT

CSU CAMPUS Programs

CSU, Dominguez Hills

100 junior and senior high school students were awarded stipends to participate in 10 Future Teacher Institutes, held on Saturdays, designed to strengthen academic skills, enhance self-esteem and develop skills in peer tutoring. Provisions were made for the participants to practice their newly acquired skills as tutors of 400 middle grade and elementary students who had applied for tutorial assistance.

In 1987-88, project faculty disseminated recruitment material and implemented teacher education awareness workshops for 431

students in 10 Los Angeles area junior high schools and 565 students in area high schools.

300 students participated in a Careers in Education conference.

60 high school students participated in a Future Teacher course taught by faculty in the School of Education.

Project faculty visited 9 Community Colleges and made presentations to 300 prospective minority teachers.

CSU, Humboldt

In past years, the number of Indian students attending the university and enrolling in the teacher preparation program has increased. The ITEPP has produced many educational personnel who are now teaching in the public schools where they provide leadership and serve as positive role models for both Indian and non-Indian students.

CSU, Los Angeles /Crenshaw Teacher Training Magnet

90 percent of the 1988 Crenshaw Teacher Training Magnet graduates have been accepted at four year institutions.

40 percent of the magnet school graduates received Cal Grant Scholarships.

CSU, Northridge

Minority undergraduates participated in conferences: "What's Right with Education", and "Why You Should Teach."

The campus has utilized resources from existing programs to support CSU, Northridge-community college articulation, which has resulted in selected community college students participating in a CSU, Northridge teacher education course.

San Diego State University

For two years, the College of Education has hosted the training session, "Campaign Future Teachers". The project has prepared 70 of San Diego Unified School District's finest teachers to visit high school and college classrooms to talk about and promote careers in education.

San Francisco State University

Due to the collective outreach efforts of faculty in the School of Education and administrators and staff in Student Services,

in the Spring of 1988, approximately 600 students of color participated in the Step to College Program. Of these, approximately 200 were Black, 180 were Hispanic, 80 Filipino, and the rest Southeast Asians.

IMPEDIMENTS

Limited resources and a limited pool of eligible and interested students are the primary impediments. The latter is related to the following factors:

Dwindling Supply

Recent expanding alternative job opportunities have drawn prospective teachers away from the teaching profession. Academically talented underrepresented ethnic students are now pursuing other occupations, creating ever increasing competition for this talented pool. While secondary school graduation rates of underrepresented ethnic students increased between 1975 and 1983, they have not been matched by a corresponding increase in college graduation rates.

Access to and Retention in Higher Education

Underrepresented ethnic students' access to higher education has been affected by declines in financial aid as well as by the lack of a perceived relationship between a college degree and a good job. Inadequate counseling and advising at the secondary level too often leaves students ill prepared for entering and succeeding in college.

Failure Rates for Underrepresented Ethnic Students in Teacher Testing

Failure rates on teacher competency tests are two to ten times higher for Blacks and Hispanics than for Whites. Poor performance by underrepresented ethnic students on competency tests discourages Blacks and Hispanics from choosing teaching as a career or from teaching in states that mandate competency testing.

LEGISLATIVE/BUDGETARY

Funds will be needed to expand and refine existing efforts to attract, recruit and prepare minorities for the teaching profession.

3.5 Offering In-Service Programs for School Teachers and Administrators

ACTIVITIES AND PROGRAMS

While the CSU has traditionally served thousands of in-service teachers in its regular courses, the CSU campuses have contributed to K-12 staff development with formal programs that operate independently of the universities' degree programs or other graduate course work. Recently funded intersegmental programs have promoted collaborative arrangements between university campuses and local districts. These programs have resulted in strengthened preservice preparation and increased retention rates for beginning teachers. Two pilot projects are being implemented in high minority urban school districts. Following are examples of those program efforts:

Master Teacher Training

Since 1985-86 each campus received funding for two lottery programs designed to enhance the supervisory skills of master teachers, as well as to provide them with the opportunity for advanced study relative to the subjects they teach.

Short term training in clinical supervision is provided to master teachers through fifteen hour workshops held on campuses. Workshop content relies on well tested models of clinical supervision adapted to preservice teachers. Each master teacher receives a $225 stipend for participating in the training workshops.

University coursework is provided in advanced clinical supervision and subject matter courses. Scholarships are provided by each campus to master teachers who enroll in up to six units.

Intersegmental Projects

The California Academic Partnership Program (CAPP), was established through SB 813 in 1985. It is administered by the Office of the Chancellor, funds curriculum development projects jointly administered by school districts and postsecondary education institutions; projects can be initiated by either level. A major portion of these academic improvement activities is devoted to staff development and in-service activities, primarily in areas covered by the K-12 Model Curriculum Standards. Approximately $500,000 from CAPP, with matching funds from the schools involved, support these in-service efforts.

The CSU is involved in The California Writing Project, the California Mathematics Project, the California Humanities

Project, the Literacy in Literature Project, and the Visual and Performing Arts Project which are conducted on CSU campuses throughout the state. These programs are designed to increase the instructional effectiveness of K-12 teachers in their respective disciplines as well as to provide professional renewal.

New Teacher Retention

The Chancellor's Office of The California State University and the California State Department of Education jointly awarded a $200,000 grant to two New Teacher Retention in Inner City Schools pilot projects. These projects were implemented in 1986-87, at California State University, Hayward/Oakland Unified School District, and in 1987-88 at San Diego State University/San Diego Unified School District. The projects are designed to develop instructional effectiveness of new teachers and improve their retention rates in inner city schools. Participants receive individual, regular instructional support from and consultation with university faculty in education and the academic disciplines, and coaching and feedback from mentor or experienced classroom teachers.

The Curriculum Consultant Project

CSU faculty have participated as curriculum consultants since the inception of the project in 1986 in the joint Western Association of Schools and Colleges Accreditation Process (WASC) and the California State Department of Education Secondary Review Process. As curriculum consultants, university faculty assisted high school departments in the examination of their curriculum which served as the basis for the department's self-study and, in some instances, assisted the departments in the development of a plan to improve curriculum and instruction.

Federally Funded Campus Projects

San Diego State University: The Multifunctional Support Services Center (MSSC) offers assistance to eight Southern California counties that have Title VII funds in technical assistance and support services. This center directly impacts over 120,000 linguistic minority students and offers staff development, curriculum and materials development, and parent education programs. The MSSC has provided this service since 1975.

The Bilingual Instructional Technologies (BIT) program is a three year, $100,000/year program to train experienced bilingual educators in instructional design and technologies. Seventy educators received certificates in Instructional Technology.

IMPLEMENTATION

All programs for training master teachers and providing staff development have been implemented. The Curriculum Consultant Project is underway, as well as summer institutes for teachers in the arts, literature, mathematics and writing.

IMPACT

Master Teacher Training

Over three years, 8,479 master teachers have participated in the clinical supervision training workshops and 3,396 scholarships have been awarded to master teachers for advanced study

Intersegmental Projects

The California Academic Partnership Program

CAPP has reached nearly 1,500 teachers in the pilot projects during its three years of operation, with more than 200 teachers presently involved.

The Curriculum Consultant Project

In 1986-87, approximately 170 CSU faculty participated as curriculum consultants in the WASC/SDE accreditation review process of 70 California secondary schools. According to evaluation data, the school faculty perceived that over 70 percent of the curriculum consultants provided assistance that helped the department members plan improvements in the instructional programs.

New Teacher Retention in Inner City Schools

External program evaluation data shows an overall 90 percent retention rate, i.e., 90 percent of the first year teachers in the program in 1986-87 continue to teach full time in 1987-88. In addition to the 49 project participants who received full support services, 400 additional teachers benefited from the project as some of the successful support features were implemented districtwide at both sites (San Diego Unified and Oakland Unified School Districts).

IMPEDIMENTS

The Curriculum Consultant Project

This project was developed, funded and implemented as a partnership among the CSU, UC and the CCC with assistance from

the State Department of Education. Each segment contributed $15,000 to operate the project. The segments also contributed staff time to coordinate and conduct the faculty workshops. The project has increased in scope and the current coordination structure and staffing patterns are inadequate; additional funds must be secured to ensure effective operation of the project in the future.

New Teacher Retention

The New Teacher Retention Project is being implemented by only two campuses due to funding restrictions; there is a need to expand the project.

LEGISLATIVE/BUDGETARY

The CSU and the SDE have requested funds to expand in 1988-89 the New Teacher Retention in Inner City Schools Program as well as the Comprehensive Teacher Institute from two campuses to four. It is likely that funding for additional campus programs will be requested in the future.

For 1988-89, a $470,000 budget request was submitted by the State Department to fund fully the Curriculum Consultant Project.

3.6 Undertaking Action Research on School Problems

ACTIVITIES AND PROGRAMS

The CSU, in collaboration with the Southern Service Resource Center (SSRC) of the Far West Laboratory for Educational Development and Research, has disseminated research findings regarding effective teaching and learning strategies for culturally diverse students and strengthened the school improvement efforts of public schools in the Western region of the United States. Among its projects, the SSRC conducted a conference on "Effective Teacher Preparation for Multicultural California" for 25 CSU faculty, 25 California teacher educators, and 10 educators from the Western region, and compiled and disseminated resource guides for school improvement.

IMPLEMENTATION

The Center has disseminated resource guides and models for school improvement to campuses and public school districts in California and other states in the Western region. Research projects are underway to identify effective practices for at risk, low income students in middle grades and senior high

schools. The findings and recommendations will be disseminated to CSU campuses and public school districts in 1988-89.

Over a twelve month period, thirty faculty have participated in direct research activities in a broad range of areas aimed at assisting underrepresented ethnic students. Some of the research involves:

a. Bilingual Education: Topics include: first and second language acquisition, cross cultural factors in teaching and learning, language proficiency and achievement assessment, and bilingual program evaluation.

b. Counseling: Topics include; theory and process, career planning, child abuse, substance abuse, discipline in the school, stress in the school settings.

c. Rural Education: Relates to the adaptation of techniques and processes to more adequately address the educational needs and social conditions of students and parents in a rural setting.

d. Students At Risk: Refers to the description or analysis of the conditions of students at risk, or to approaches which can assist students at risk. Topics include: discrimination in the school, drop outs, teen pregnancy, successful student outreach programs, successful approaches to reducing at risk conditions.

e. Urban Education: Refers to the description or analysis of issues which distinguish urban education such as; overcrowding, inter-ethnic relationships, issues of dialect and learning, and effective urban education programs.

IMPACT

In conjunction with the Southern Service Resource Center of Far West Laboratory, the CSU conducted a conference on "Effective Teacher Preparation for Multicultural California" for 25 CSU faculty, 25 teacher educators in California, and 10 educators from the Western region. The SSRC has compiled and disseminated two resource directories which have been widely distributed (see page 17).

IMPEDIMENTS

In The Master Plan Renewed, the CSU is specifically charged to "...estabish a system of consultation with the public schools so that public school teachers and administrators will have an opportunity to assist in determining the education research agenda of the California State University."

The costs attendant to research require funding. Since federal funding, the traditional source of such research support, is limited and difficult to obtain, replacement of traditional resources will be needed for CSU to meet its responsibility as charged in The Master Plan Renewed.

LEGISLATIVE/BUDGETARY

Funding proposals to support educational research will be required over time.

4. Expanding Higher Education's Services to Underrepresented Students

4.1 Getting Outreach and Admissions Staff to View Potential Students as Potential Graduates

ACTIVITIES AND PROGRAMS

The campuses have consolidated their outreach programs as of 1987-88 and reconceptualized the relationship of outreach and retention through the development of campus enrollment management plans. There has been a shift from pure recruitment activities to programs and approaches that emphasize improved student preparation. In addition, the point of view that educational equity is a campus wide concern has reinforced that not only special programs, but traditional programs as well ought to be concerned with the access and retention of low income and underrepresented ethnic students.

IMPLEMENTATION

Reorganization has been implemented on all campuses. All the campuses have accepted the concept of university-wide responsibility for intensified outreach to low income and underrepresented ethnic students.

IMPACT

All of the campuses have fully involved outreach/admissions staff who view potential students as "graduates-to-be"

IMPEDIMENTS

It has taken time to experience the success of reorganization.

Consolidation and the full development of enrollment management plans has been a slow process. Priorities have been changed and decisions made about how resources would be distributed in light of limited resources and virtually unlimited needs.

LEGISLATIVE/BUDGETARY

None

4.2 Expanding Summer Bridge and Orientation Programs

ACTIVITIES AND PROGRAMS

Summer Bridge programs now exist on all 19 CSU campuses. Since 1985, about 2,600 new students participate, annually, in a 4-6 week summer session that includes: 1) placement testing in mathematics and English, 2) developmental instruction in basic skills (e.g., writing and mathematics), 3) orientation courses designed to familiarize students with the academic and social environment of the university, and 4) a residential experience that helps foster interaction among students, faculty, and staff.

Fully, 87 percent of the participants belong to high risk academic populations (e.g., enrolled under special admission basis), and 74 percent come from underrepresented ethnic groups. About 20 percent of the participants are community college transfers.

Intensive Learning Experience (ILE) is a supportive effort to the Summer Bridge. It provides developmental and remedial instruction to improve underrepresented ethnic students' skills in English, reading and mathematics in an effort to enhance their achievement. Advisement, career clarification, and personal counseling are also offered. Eighteen campuses participate in the ILE program. During 1985-86, over 2,000 students were enrolled in ILE programs, and a total of $2.4 million was budgeted for ILE programs.

IMPLEMENTATION

The CSU has implemented Summer Bridge and Intensive Learning Experience programs across the 19 campuses. The first programs began in 1985. Each campus contributes, directly and indirectly, about 30 percent of the cost to run the program; and faculty participation is high in the programs instructional component.

IMPACT

The first-year retention rate of new freshmen who participate in Summer Bridge is essentially equal to the systemwide rate (76.9% vs. 77.2%), even though Summer Bridge participants are about 5 times more likely to come from high risk academic populations. Survey data suggests that during their first year, Summer Bridge participants have experiences and develop attitudes more closely associated with adjustment to university life and long-term retention than comparable students who do not attend Summer Bridge.

IMPEDIMENTS

The success of the Summer Bridge program has increased demand to such an extent that each campus is unable to serve all eligible students. Additional funding would allow for growth to meet student demand.

LEGISLATIVE/BUDGETARY

The CSU will continue to request funding to expand the capacity of campus Summer Bridge programs to meet student demand.

4.3 Increasing Faculty Participation in Tutorial Programs

ACTIVITIES AND PROGRAMS

Faculty Mentoring Program (FMP)

While the Summer Bridge program has increased faculty participation in student retention programs, the Faculty Mentoring Programs are even more successful in terms of involving faculty. In spring 1986, the CSU Faculty Mentoring Program was established with eight participating campuses. The same eight campuses are currently in operation. The goal of this program is to promote greater out-of-class faculty/student interactions in activities that will lead to improved academic achievement, retention and graduation of students from underrepresented ethnic groups. Each faculty member enters into a mentoring relationship with 8-10 lower division students. Besides providing students with general academic advisement, counseling, and guidance, the faculty mentors offer assistance in basic skills and help with specific coursework problems.

Each year, approximately 90 faculty members and 800 underrepresented ethnic students participate in the program.

Faculty/Student Mentoring Program (FSMP)

In fall 1988, the CSU will inaugurate the Faculty/Student Mentoring Program. This program is a parallel effort to the Faculty Mentoring Program and will be in operation on the campuses that do not have a Faculty Mentoring Program.

This alternative mentoring approach will have each faculty member (10 per campus) provide training in mentoring skills to 10 upper division or graduate CSU students who in turn will each work with 10-15 at risk lower division students. Activities will include assistance in basic skills and help with specific coursework problems.

IMPLEMENTATION

In 1989/89 all 19 campuses will have either a Faculty Mentoring Program or a Faculty Student Mentoring Program.

IMPACT

The Faculty Mentoring Program program has produced positive personal and academic satisfaction for both student and faculty participants. And after just one term, affective bonds between mentors and proteges seem to be well established. Feedback from participating students and faculty is enthusiastically positive. We consider FMP to be the single most effective means of involving faculty in campus student retention for underrepresented ethnic students.

IMPEDIMENTS

Lottery Funds were used to fund both FMP and FSMP. Because of limited allotments, campuses were required to compete for 1987/88 funds and for selection as one of eight funding programs.

All 19 campuses received a total of $2,016,000 in lottery funding for 1989/90. However, it is insufficient to meet student demand.

LEGISLATIVE/BUDGETARY

Efforts will be made to seek general fund support for this currently lottery funded effort.

4.4 Assuring University and State University Faculty Assistance to Community College Faculty

ACTIVITIES & PROGRAMS

General Education Transfer Curriculum

In recognition of the need to improve transfer rates from the community colleges to senior colleges, and of the key role of the general education curricula in this process, the Academic Senate of The California State University, in cooperation with the Intersegmental Committee of the Academic Senates of the three public postsecondary systems, undertook in 1987/88 to develop a transfer curriculum in general education. Students successfully completing this curriculum would, if such a plan is adopted, meet all lower-division general education requirements for any campus of any public university or college in the state. Intensive consultation with the campuses in each system and negotiations between the systems has resulted in the endorsement in principle by each of the systemwide senates of the concept of a transfer curriculum that substantially meets this goal. Approval of a final curriculum is anticipated in the coming academic year.

CSU-CCC Faculty Conference and Projects in English and Math

In October 1987, a first ever joint CCC-CSU conference brought together one hundred faculty in English and mathematics, half in each field and half from each system, to examine course standards, performance expectations, assessment practices and specific problems related to transfer courses in these two fundamental academic skills. Over one thousand copies of the Conference Proceedings will be disseminated among CSU and CCC faculty to acquaint them with the findings of their colleagues who participated in the conference and to stimulate local and regional debate on their recommendations. The $40,000 cost of the joint conference was shared equally by the two systems.

IMPLEMENTATION

General Education Transfer Curriculum

CSU fully supports the concept of the General Education transfer curriculum. In conjunction with the Academic Senate, we will actively pursue implementation with the provisions of the curriculum finally adopted by the Senate.

CSU-CCC Faculty Conference and Projects in English and Math

Joint faculty proposals were solicited to further develop and plan implementation of recommendations made at the conference. Five proposals involving four CSU and eighteen CCC campuses, were funded:

1. a regional mathematics and English articulation conference involving five community colleges and CSPU, Pomona;

2. faculty workshops to develop a new course, to be offered on four community college campuses and San Jose State, to prepare students to meet the expectations for upper-division English composition;

3. joint composition grading sessions aimed at developing a common understanding of the criteria for evaluating student work at four community colleges and CSU, Sacramento;

4. a regional workshop bringing together English faculty from five community colleges and CSU, San Bernardino to develop common standards for evaluating student writing;

5. a project to improve articulation in mathematics by expanding the number of common course descriptions in the California Articulation Number (CAN) system.

The costs of these projects, which totals $60,000, are shared equally by the two systems.

IMPACT

New effort; impact will be assessed as projects mature.

IMPEDIMENTS

General Education Transfer Curriculum

Differences between campus general education programs, and between the requirements of the two senior systems, pose difficulties that must be overcome to achieve acceptance of the proposed General Education Transfer Curriculum. To achieve a workable consensus regarding the educational experiences all students at a particular college or university are expected to have in common is a formidable challenge. The spectrum of views represented by the diverse disciplines and by individual faculty members is very broad. The productive tension between these deeply held convictions contributes essentially to shaping a general education program that reflects the particular strengths of the faculty of any given institution. To extend that consultative process to three very diverse systems, and to all campuses in those systems, is without precedent.

CSU-CCC Faculty Conference and Projects in English and Math

Opportunities to continue and/or expand joint CSU-CCC faculty workshops and projects are governed by available resources.

LEGISLATIVE/BUDGETARY

General Education Transfer Curriculum

Intersegmental implementation of this program does not require special legislative or budgetary support at this time.

CSU-CCC Faculty Conference and Projects in English and Math

Continuing support at the current level is consistent with the priority attached to these activities for 1988/89. No change recommended.

4.5 Providing Adequate Academic and Career Advising

ACTIVITIES AND PROGRAMS

The CSU offers extensive academic advising and career counseling to most of its students. The intent of these services is to support and assist each student to achieve their educational goals and objectives. Services include course planning, class scheduling, identifying students who need special assistance, student service referrals, and providing help in submitting admission and financial aid applications.

Academic advising and career planning is designed to help students develop educational plans that support their career and life goals. CSU campuses provide coordinated academic advising and career planning for all their students.

The Educational Opportunity Programs on CSU campuses provide supplemental academic advising to assist over 19,000 low income disadvantaged students in selecting classes appropriate with skill levels; development of class schedules, orientation regarding general education requirements; and some assistance with the selection of a major. In addition, career counseling is provided to help EOP students clarify their career goals and assistance in bridging the gap between classes and future career goals. EOP offers career related activities and workshops specifically related to ethnic underrepresented students. These activities are coordinated with the campus Career Planning and Placement Centers.

More recently, Chancellor W. Ann Reynolds initiated a systemwide Retention and Advising Task Force to improve existing academic and career advising services to students. The Task Force report will include many recommendations related to academic and career advising. It will include such areas as: principles to guide the development of means to improve retention, approaches through which faculty can improve advising to increase student retention, appropriate incentives

to encourage faculty to participate in student retention (advising being the primary consideration), and effective ways the administration can support greater faculty participation in Retention and Advising. Special emphasis is placed on services to specially admitted students and those who come from culturally diverse populations.

A significant effort to reassess and revitalize all of student support services with special recognition of the growing diversity in CSU's student population is being undertaken by a systemwide task force to develop a Master Plan for Educational Support Services. The preliminary report of this group should be available by Fall, 1988.

IMPLEMENTATION

Advising and career counseling are continuing student support services provided by each CSU campus to enhance students' academic and career success. The Retention and Advising Task Force will offer recommendations to enhance existing services by focusing on the needs of underrepresented ethnic students.

IMPACT

Academic and career advising is available to all CSU students. In addition, and supplemental to campus-wide advising, academic advising is also provided to all 19,000 Educational Opportunity Program (EOP) students.

IMPEDIMENTS

Steps will be taken to involve more faculty in advising.

LEGISLATIVE/BUDGETARY

None contemplated at this time.

4.6 Assuring Community College Assistance to Potential EOPS Students

ACTIVITIES AND PROGRAMS

In December 1986, the California State University (CSU) and California Community Colleges (CCC) established a pilot program to provide EOPS transfers eligibility for CSU EOP grants and services. The program is operational on seven CSU campuses (Fresno, Long Beach, Los Angeles, San Bernardino, San Diego, San Francisco, and San Jose) and 49 CCC's.

The pilot program's general guidelines were derived from the AB 1114, Statutes of 1985. Minimum requirements were that the:

1. Target population is EOPS ethnic underrepresented ethnic students who are identified as underrepresented in the CSU; currently, American Indian, Black, and Hispanic students,

2. pilot project is for EOPS transfer students who meet regular admission status (e.g., 56 transferable semester units), and

3. CSU will provide fee waivers for admission applications to all EOPS transfers who provide waiver forms signed by EOPS directors.

The CSU's Educational Opportunity Program was to provide the following services:

a. Admission information to targeted EOPS students through face-to-face contacts and by mail,

b. Automatic acceptance of EOPS transfer students upon receipt of a nomination by the EOPS director. These students receive all EOP services, such as Summer Bridge, counseling, advising, tutoring, etc.

c. eligibility of EOPS transfers to CSU EOP grants. However, they must apply for financial aid and be found eligible by the CSU financial aid director.

IMPLEMENTATION

The pilot CSU and CCC EOP student transfer program is now in full operation.

IMPACT

Though the initial year of the pilot program began four months after the start of the recruitment cycle, CSU staff were able to visit each participating community college an average of three times; and these visits helped produce: 207 applications, 172 admissions, and 149 EOP enrollees.

CSU staff have made visits to participating community colleges and conducted outreach activities specifically directed at EOPS students. Second, EOPS transfers are no longer reevaluated by CSU standards to determine whether or not they are eligible for EOP services. Therefore, an EOPS transfer, accustomed to receiving special support services, cannot be denied EOP support services.

IMPEDIMENTS

None

LEGISLATIVE/BUDGETARY

To be determined upon assessment of program.

4.7 Expanding Evaluation of Special Support Programs

ACTIVITIES AND PROGRAMS

At the systemwide level, the Chancellor's Office has given priority to evaluating special support programs. The most recent example is the three-year evaluation of both the Summer Bridge Program and the Intensive Learning Experience Program. Qualitative and quantitative data were collected and analyzed by Far West Laboratories, an outside evaluation organization based in San Francisco. These two programs will be monitored for at least the next two years. The Chancellor's Office (Retention Services) is also in the process of completing a summary evaluation (i.e., retention and graduation rates) of the Educational Opportunity Program. The Faculty Mentoring Program was evaluated in spring 1987 by Richard L. Wiseman and Judith A. Sanders, Associate Professors, California State University--Fullerton. The program will continue to be monitored over the next three years.

At the campus level, each university is in the process of developing its own comprehensive data base for all students admitted under special categories and other students considered to have potential academic problems. The data base will be used for program evaluation, as well as personal counseling and academic advising. When completed, each campus should be able to monitor student outcomes, and relate these outcomes to such services as academic advising, mentoring programs, learning assistance, academic assistance, and financial aid.

IMPLEMENTATION

The Educational Equity Report requires all campuses to evaluate Educational Equity activities. In addition, specific evaluation is underway to determine the effectiveness of Summer Bridge and the Intensive Learning Experience Program--two of our newest Educational Equity efforts. Far West Laboratory has this assignment. The Faculty Mentoring Program was also evaluated by two Associate Professors from CSU, Fullerton. In addition, CRP has been evaluated by Diogenes, Incorporated and

the Transfer Centers by Berman, Weller, and Associates. All programs established since 1985 have had funds set aside to be used specifically for external evaluation.

IMPACT

Important feedback has been provided by Far West Laboratory on the Summer Bridge, Intensive Learning Experience, and Faculty Mentoring programs that serve as the rationale for programmatic modification and decisions concerning funding levels. Please see page 28 for impact of these two programs.

We have learned from the external evaluation of the CRP in its first six months of implementation that compared to regular 8th grade students, CRP students are twice as likely to be recommended for enrollment in college preparatory courses. When data were summed across the population of 8th graders as a whole and compared with the CRP 8th graders, 14.8 percent of the entire 8th grade population was recommended for college preparatory mathematics as compared to 65.8 percent of the CRP students. For college preparatory English, the percentages were 23.5 percent of the entire 8th grade population versus 75.1 percent of the CRP students.

All new programs inaugurated by the Chancellor's Office include a built-in external evaluation component. Responsibility for on-going evaluation has been decentralized, thus each campus is working toward making periodic program evaluation a standard institutional practice.

IMPEDIMENTS

Data collection on campus is very time consuming. A need exists for improved computerization of data related to categorical programs.

LEGISLATIVE/BUDGETARY

Resources will be needed to implement a campus data collection system inclusive of all educational equity programs.

5. Improving Educational Information

5.3 Improving Public University Student Performance Reports

ACTIVITIES AND PROGRAMS

The CSU has improved and expanded both its high school and community college student performance reports. Both CSU and later UC refined their reports significantly and jointly

identified 8 common elements that should be included in both reports. The community colleges are now working with CSU to develop their own performance reports to high schools.

IMPLEMENTATION

Currently representatives from the higher education segments are studying how these reports are used and recommending their use as part of school review processes including curriculum, enrollment in postsecondary education, and instruction in college preparatory courses.

IMPACT

Not determined at this time.

IMPEDIMENTS

While these reports are much improved and our formal survey of recipients has gathered laudatory responses, there are still dissimilarities between segments which appear to present some problems for those receiving these documents. At the last meeting of the CPEC advisory committee, it was once again recommended that all segments (K-12, CCC, CSU and UC) establish a goal of ultimately producing one statewide report on the academic performance of California students. While this is probably a distant reality, we continue to discuss the possibility.

LEGISLATIVE/BUDGETARY

None.

6. Involving Accreditation

6.2 Assuring Higher Education Participation in School Visits

ACTIVITIES AND PROGRAMS

"Pursuit of Excellence", a joint review of secondary schools which combined the Western Association of Schools and Colleges Accreditation Process and the California State Department of Education Secondary School Review Process, was implemented in over 70 schools in California during 1986-87. The Intersegmental Committee of the Academic Senates planned and implemented the use of curriculum consultants in the joint accreditation/review process. Approximately 170 CSU faculty participated in the project as curriculum consultants. Curriculum consultants are individuals from the academic

departments of colleges or secondary schools who worked in a specific department within a school in order to assist department members as they reviewed the effectiveness of curriculum and instruction in their department and prepared their self-study document.

IMPLEMENTATION

All 1987-88 project activities have been implemented. Training for 1988-89 curriculum consultants who will participate in a joint accreditation and review process is underway.

IMPACT

No formal assessment to date; however anecdotal reports indicate that increasing numbers of schools are requesting postsecondary faculty assistance in preparing and following up on accreditation reports.

IMPEDIMENTS

Lack of funding or limited funding is an impediment. The project was implemented through the auspices of CSU, UC, and CCC. Each segment contributed $15,000. Segments also contributed staff to coordinate the project and to conduct training. At present a $470,000 appropriation is in the Governor's budget to implement the project in 1988-89.

LEGISLATIVE/BUDGETARY

None

ATTACHMENT A

1. Clarifying school and college responsibilities
1.1 Clarifying the responsibilities of the schools
1.2 Clarifying college and university responsibilities
1.3 Clarifying college and university counseling, coordination, and cooperation responsibilities

2. Assuring improvement in the public schools
2.1 Providing information for elementary school students and their parents
2.2 Reviewing junior high schools
2.3 Assessing eighth-grade students' basic academic skills
2.4 Assuring high school counseling, advising, and diagnostic testing
2.5 Inaugurating school-college partnerships for school improvement
2.6 Assuring a full range of advanced classes in high school

3. Increasing higher education's services to the schools
3.1 Participating in school-college partnerships
3.2 Reassessing outreach and other school services
3.3 Including multicultural emphasis in teacher education
3.4 Recruiting outstanding low-income and minority students into the teaching profession
3.5 Offering in-service programs for school teachers and administrators
3.6 Undertaking action research on school problems

4. Expanding higher education's services to underrepresented students
4.1 Getting outreach and admissions staff to view potential graduates
4.2 Expanding summer bridge and orientation programs
4.3 Increasing faculty participation in tutorial programs
4.4 Assuring University and State University faculty assistance to community college faculty
4.5 Providing adequate academic and career advising
4.6 Assuring community college assistance to potential transfer EOPS students
4.7 Expanding evaluation of special programs

5. Improving educational information
5.1 Refining the Department of Education's data system
5.2 Issuing community college student performance reports
5.3 Improving public university student performance reports

6. Involving accreditation
6.1 Emphasizing student competence in accreditation
6.2 Assuring higher education participation in school visits
6.3 Examining the effectiveness of the transfer function

7. Assessing equity efforts
7.1 Reviewing of outreach and access programs by the California Postsecondary Education Commission
7.2 Segmental reviewing of academic and student support plans and programs by the segments
7.3 Periodic reassessing of progress on equity by the California Postsecondary Education Commission

ATTACHMENT B

THE CALIFORNIA STATE UNIVERSITY
OFFICE OF THE CHANCELLOR

PLAN TO DISSEMINATE INFORMATION
ABOUT NEW ADMISSION REQUIREMENTS:

Activities, Audience and Implementation Schedule
and Assignment of Primary Responsibility

Activities	Audience	Area Responsible	Target Date *
Prepare and distribute letters to all 8th and 10th graders informing them about CSU admission policy	8th and 10th grade students and parents	Chancellor's Office	February 86
Consult with secondary school representatives	District staff, teachers, counselors and administrators	CSU campuses	February 86
Prepare and distribute letters to School Boards	California School Board Association	Chancellor's Office	February 86
Establish an advisory committee to give direction on effective means to disseminate information	Secondary school teachers, administrators, counselors, and parents	Chancellor's Office	March 86
Develop brochures and posters (bilingual where appropriate) to convey college preparatory courses needed for admission to CSU	Students - to be mailed to all junior and senior high schools	Chancellor's Office	March 86
Prepare and distribute information about the requirements	a) Legislature b) UC officials c) community college officials	Chancellor's Office	March/April 86
Confer with CPEC and SDE	Director of CPEC, State Superintendent of Public Instruction	Chancellor's Office	March/April 86
Increase the number of editions of CSU Review	Junior and senior high school counselors, teachers and administrators, CSU representatives	Chancellor's Office	March/May/October

*Note: All Target Dates were met.

Activities	Audience	Area Responsible	Target Date
Request the assistance of College Board ACT and Achievement Council in publicizing the new requirements		Chancellor's Office	April 86
Establish an advisory group comprised of intermediate school teachers, counselors, parents, religious and civic leaders and representatives of the business community to identify ways to disseminate information	School representatives, parents, community	Chancellor's Office	April/May 86
Prepare and distribute a 10th grade level "expectation statement" for students preparing for CSU	Students	Chancellor's Office	April 86
Confer with Black and Latino educational associations to discuss ways to reach parents	Association of Mexican American Educators, BASE, NAACP, RACHE, Asian-Pacific education groups	Chancellor's Office	May 86
Identify and contact influential clergy and community groups to reach parents and students	Ministerial Alliance	CSU campuses	May/June 86
Identify radio and television stations, newspapers and publications to reach target audiences	Station managers, editors, community affairs representatives	Chancellor's Office	July/August September 86
Scope out type (content and style) of messages to be sent	Parents/students/community	Chancellor's Office	July 86
Widely distribute posters, brochures to community youth recreation centers, employment development departments, shopping centers, transportation agencies and public libraries	Parents/students	CSU campuses	Ongoing beginning July 86

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Activities	Audience	Area Responsible	Target Date
Develop a computerized mailing list of individuals and community organizations to regularly provide them with information	Community	Chancellor's Office	July 86
Develop a carefully crafted media campaign to heighten awareness of parents and families of intermediate schools		Chancellor's Office	Summer 86 with a focused campaign beginning in fall
Identify most effective use of media			
o Ethnic oriented brochures	Students		
o External publications (newspapers) LA Sentinel, La Opinion	Bilingual, Black and Pilipino communities		
o Video	Spanish speaking, Black, Pilipino students and parents		
o Radio (KGPJ, KJLH, KACE, KISS)	Stations geared to Black and Latino audiences		
o Television (MTV, Soultrain, Spanish Language, Sport programs)	Parents/students		
o Magazines	Black, Latino, and Pilipino students		
Prepare a short video tape on opportunities of college and the Academic preparation required		Chancellor's Office	September/October
Arrange regional meetings between CSU and UC outreach personnel	UC outreach personnel	Chancellor's Office	September 86
Prepare public service announcements for school district cable television networks	Teachers, counselors, administrators and students	Chancellor's Office	October 86

Activities	Audience	Area Responsible	Target Date
Host workshops, cultural events, home meetings, to inform target audiences about admissions and financial aid	Parents/students	CSU campuses	October 86, 87, 88 November 86, 87, 88 December 86, 87, 88
Use role models from professional and business fields	Corporate representatives medical, legal, educational groups	CSU campuses	October/November
Meet with Black and Hispanic caucus	Black/Hispanic legislators	Chancellor's Office	October 86
Establish outreach information centers in target communities	Parents/students/community	CSU campuses	December 86 January 87

ATTACHMENT C

EVALUATION REPORT □ 1986-87

The California State University/California State Department of Education

AN EVALUATION OF THE
COLLEGE READINESS PROGRAM
1986 - 1987

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24 March 1988

EXECUTIVE SUMMARY

The College Readiness Program is intended to assist Black and Hispanic students in grades 6-8 achieve competence in higher order cognitive skills, and prepare them for enrollment in a 9th grade college preparatory curriculum. The Program is a joint effort of the California State Department of Education and the California State University System.

Five CSU campuses (Hayward, San Jose, Fresno, Northridge, and Dominguez Hills) currently participate in the program and coordinate services to 21 middle grade schools. Services provided include instruction in and practice applying problem-solving and higher order thinking skills, tutoring in mathematics and English, information about and visits to CSU campuses, presentations to parent groups regarding college financial aid programs, and other instructional and morale-building activities.

A total of 748 students participated in the College Readiness Program during the second semester of the 1986-1987 school year. Across the CRP population as a whole, 54% of the students were Hispanic and 45% were Black. Approximately 20% were described as achieving below grade level, 52% were described as achieving at grade level, and 28% were described as achieving above grade level. About 53% of the CRP students were 7t' graders, approximately 42% were 8th graders, and roughly 5% were enrolled in the 6th grade.

The CSU students participating as interns in the College Readiness Program were a varied and capable group; their grade point averages ranged from 2.07 to 3.84 with a mean of 3.07. Roughly 70% of the interns were between 20 and 35; approximately 39% were male. Slightly less than one-half of the interns reported speaking a language other than English at home. Approximately 46% of the interns were White, 20% were Hispanic, 21% were Black, and 14% were from other ethnic backgrounds. The majority of interns were not affiliated with CSU education programs or seeking teaching credentials.

Although the College Readiness Program has been in existence less than a year, it appears to be a considerable success from the perspectives of the participating middle grade faculty, the CSU faculty and CSU students. There is nearly uniform agreement that the College Readiness Program is working and having a significant positive impact on both middle grade and college students. The College Readiness Program has harnessed the hope and energy of many, and it implementation, by and large, appears to be a successful one.

The impressions of College Readiness Program participants that the program is a success are supported by analyses of the enrollment of CRP students in college preparatory curricula. Compared to regular eighth grade students, CRP students are more than twice as likely to be recommended for enrollment in college preparatory courses, and this does not appear to be merely a function of their entering achievement levels.

AN INTRODUCTION TO THE COLLEGE READINESS PROGRAM AND THIS EVALUATION

Description of the College Readiness Program

The College Readiness Program (CRP) is intended to assist Black and Hispanic students in grades 6-8 achieve competence in higher order cognitive skills, and prepare them for enrollment in a 9th grade college preparatory curriculum. The Program is a joint effort of the California State Department of Education (SDE) and the California State University System (CSU).

Five CSU campuses (Hayward, San Jose, Fresno, Northridge, and Dominguez Hills) currently participate in the program and coordinate services to 21 middle grade schools. Services provided include instruction in and practice applying problem-solving and higher order thinking skills, tutoring in mathematics and English, information about and visits to CSU campuses, presentations to parent groups regarding college financial aid programs, and other instructional and morale-building activities.

At its heart the College Readiness Program has an academic focus, and emphasizes the use of collaborative, group process instructional techniques. Coordinators from participating middle grade schools and faculty from CSU campuses were originally trained in the use of these techniques for teaching problem solving and improving writing skills by a staff member from the California State Department of Education and a private consultant. CSU personnel then selected CSU students at each of the participating campuses to work as interns. These interns were trained by CSU faculty from the School of Education to use the collaborative, group process instructional approach, and were assigned to specific middle grade schools, where they generally met with students on a weekly or bi-weekly basis.

The College Readiness Program is noteworthy in three respects. First, *it is not intended to take the place of the regular school curriculum or provide remedial education.* The CRP enrolls students with the ability and training to attend college, and seeks to provide the extra academic support that could be crucial to college matriculation. Tutors are expected to help middle grade students improve their general writing and mathematics skills, not simply to help students score well on an upcoming test. While interns may focus on work currently assigned by teachers, this is seen as a means to an end, not an end in itself. The CRP is not directed toward lower-achieving students; the majority of middle grade students participating in the program at each school are expected to be performing at grade level.

Second, *the CRP seeks to increase college matriculation by focusing on student motivation, and by providing parents with the information needed to guide students' course selection and support their studying, in addition to helping students to improve their academic achievement.* The

title, College Readiness Program, communicates the explicit assumption that participating students can and will attend college. Visits to CSU campuses and other, school-based activities familiarize parents and students with college admission requirements and financial aid programs. Moreover, the CSU students who serve as tutors are chosen, in part, because of their success in college, and are expected to act as positive role models.

Third, *the program is a partnership among middle-grade schools and CSU campuses, and unites CSU campuses and middle grade schools in working toward the common goal of increasing the college matriculation of minority students.* CSU faculty train and supervise the CSU students who work as tutors. Coordinators at the middle grades schools organize student tutoring sessions and parent meetings. Both activities are necessary to successful CRP implementation, and establish a common ground between California Post-Secondary and K-12 educational systems.

Participation Criteria

At the inception of the program, it was decided that participation in the program would be restricted to middle grade schools and CSU campuses that met several criteria. First, middle grade schools were required to enroll at least 500 students. Second, 40% of the student population must be Black or Hispanic. Third, schools must incorporate an 8th grade. CSU campuses were determined to be eligible to participate in the College Readiness Program according to their proximity to large numbers of middle grade schools that met the preceding criteria.

In all, 150 middle grade schools and nine CSU campuses (see Appendix A) were found to be eligible for CRP participation.

Selection Process

Representatives from 88 of the eligible middle grade schools and all nine eligible CSU campuses attended orientation sessions held throughout the state (see Appendix B). Seventy-four middle grade schools submitted applications to participate in the College Readiness Program. According to CSU staff, these schools not only met the eligibility criteria, but demonstrated a commitment to the goals and objectives of the CRP, and were willing to commit local resources beyond those specifically allocated for the program. Moreover, these schools did not have similar programs in place that would compete for school resources and attention.

An advisory committee composed of representatives from CSU, the University of California, and the California State Department of Education made the final selection of middle grade schools and CSU campuses to participate in the CRP. Bearing in mind the CRP goal of increasing student enrollment in college preparatory curricula and eventual college matriculation, they examined schools' CAP and CTBS scores as well as student SES and PEI. In choosing the 21 schools now participating in the CRP, they attempted to choose schools where students had a realistic chance of meeting the goals of the program.

Program Funding

Middle grade schools selected to participate in the College Readiness Program received $5,900. This money could be used to purchase staff time (and/or release time) for program coordination and supervision, transportation to tutoring sessions and special events, and materials and supplies.

CSU campuses received $13,000 per middle grade school to implement the College Readiness Program. Approximately 60% of the funds were to be used to pay student interns' salary and transportation; the remaining 40% were to be used for program administration, travel and contract services.

Program Implementation in 1986-1987

The College Readiness Program was implemented according to the following timeline. In June 1986, the College Readiness Program was formally announced and brought to the attention of CSU campus presidents. A month later, further information regarding the goals and functioning of the CRP as well as criteria for participation were circulated among the CSU campuses. In September 1986, eligible middle grade schools were contacted and invited to apply to participate in the CRP. Selection of CSU campuses and affiliated middle grade schools took place in October 1986. A one-day training session for CSU and middle-grade Coordinators occurred in November 1986. In January, 1987 the College Readiness Program began in earnest: interns were selected, trained and began working with middle grade students. During the initial implementation year, middle grade students participated in the CRP for the Spring 1987 semester only. In future years, the CRP will span the entire academic year.

The College Readiness Partnership as Challenge and Catalyst

It is a reality that the improvement of California educational programs will not be driven by massive increases in educational expenditures. Consequently, new and creative approaches to educational improvement will be necessary to make more of an impact with resources currently available. One such approach is that of partnership programs. Although many look to partnerships as a powerful force for educational improvement, in reality, relatively little is known about how effective working relationships are established and maintained, how communication and coordination is supported, and how tasks and responsibilities are divided in an equitable and appropriate manner.

The College Readiness Program provides one model of collaboration among post-secondary and K-12 educational systems, and is therefore important not only on the basis of the results it achieves, but because of what it can reveal about the challenges and successes of partnerships as a vehicle to leverage extant resources and make a difference in the educational lives of students and schools. In conjunction with knowledge emerging from the evaluation of the California Academic Partnership Program, reflection upon the successes and difficulties of the CRP should enable future programs to avoid problems faced by earlier partnership efforts, and maximize their catalytic impact.

Expectations for the Future

During the process of selecting 21 middle grade schools to participate in the College Readiness Program, the need for serving additional schools was noted by CSU and California State Department of Education staff. There are many more schools that met the criteria for participation in the CRP than there was money available to fund participation. CSU and SDE hope to expand the College Readiness Program to additional middle grade schools and CSU campuses in the future. At the same time, they recognize that the CRP is breaking new conceptual and organizational ground, and consideration of the successes and problems of CRP implementation, followed by discussion and dissemination of the factors associated with CRP success is necessary before the aggressive expansion of the program.

An Evaluation Perspective

An ongoing evaluation is focusing on program outcomes, context, and process. Archival data (grades, test scores, attendance, conduct referrals, etc.) are being collected on each student participating in the College Readiness Program and on a comparison sample of students who would have been admitted to the CRP, had space been available. Longitudinal analyses of these data will allow a rigorous assessment of program impact.

In addition, visits to each participating middle grade school have been conducted by representatives from the CSU Chancellor's Office and the California State Department of Education. The context of program implementation at each school was observed, and will be compared across schools to generate hypotheses about school factors associated with successful implementation.

Finally, questionnaires were developed by the external evaluator and completed by middle grade site coordinators, CSU campus coordinators, CSU participating faculty and CSU interns (Appendix C). Questionnaire items sought to reveal participants' attitudes toward the program, perceptions of program impact, suggestions for improvement, and descriptions of program events.

The following evaluation report focuses solely on the first semester of CRP program implementation, from January to June 1987. It is largely descriptive, relying heavily on the perceptions of program participants. It also seeks to provide some initial data concerning program impact on CRP students by comparing the recommendations given CRP and non-CRP 8th grade students for enrollment in 9th grade college preparatory courses.

The remainder of this report is divided into four sections. I first discuss briefly the methodology on which this evaluation is based. A following section describes the schools and students participating in the College Readiness Program and portrays common features of program implementation. Next, I summarize the perceptions of CSU student interns, middle grade CRP coordinators, and CSU staff regarding program successes and difficulties. I then examine the enrollment of CRP students in college preparatory courses. In a final section, I sum up what has been learned about the College Readiness Program in its first semester of implementation, and raise several issues that merit future attention.

EVALUATION METHODOLOGY

The bulk of data on which the following report is based was collected using the questionnaires appearing in Appendix C. These contain a mixture of fixed-choice and open-ended questions focusing upon respondents' demographic characteristics, experiences in program implementation, and perceptions of program impact. Archival data was also collected regarding the test scores, grades, conduct referrals of CRP students, and the institutional history of the CRP program as a whole and at individual middle grade campuses. The responsibility for data collection was shared among CSU campus and middle grade coordinators and took place in June 1987.

Two types of analyses were performed. Descriptive statistics were calculated for fixed choice questions, and the open-ended items were examined to reveal consistent themes.

Preliminary results of the analyses for the CRP program as a whole were presented at a meeting of CSU campus and middle grade CRP coordinators on September 3, 1987. Campus representatives also received summaries of the evaluations completed by the student interns on their campuses to allow them to consider changes in their training programs, supervisory arrangements, and the like.

A DESCRIPTIVE LOOK AT

THE COLLEGE READINESS PROGRAM

CRP Middle Grade Schools

Table 1 summarizes information regarding the schools participating in the College Readiness Program during the 1986-1987 academic year. It displays the county in which the school is located, the district and CSU campus with which it is affiliated, school size and ethnic representation, and CAP scores and ranking within the school's CAP performance group.

Student enrollment in June 1987 at the individual schools ranged from 479 to 1623. The average school enrollment was 951. Taken as a group, the schools enrolled 19,979 pupils of whom 23% were Black and 52% Hispanic. The larger representation of Hispanic students is due to the disproportionate number of Hispanic students enrolled in schools located in Los Angeles, Santa Clara and Fresno counties. CAP rankings for 8th grade reading ranged from 2 to 69, and were about evenly split between the lower two quartiles of their respective school performance groups; two schools, however, scored above the midpoint. For 8th grade mathematics, CAP rankings ranged from 1 to 86, and were evenly split among the lower three quartiles; one-third of the schools ranked above the mid-point of their school performance groups in 8th grade mathematics.

CRP Students

Table 2 summarizes information about the 748 students participating in the College Readiness Program during the 1986-1987 school year. These students comprised 3.7% of the total enrollment of participating schools. Schools varied considerably in the relative proportion of Black and Hispanic students involved in the CRP program. At Washington Junior High, there were no Black CRP students; at Willard Junior High, the same was true for Hispanics. With some exceptions, the distribution of CRP students with regards to ethnicity mirrored the ethnicity of the school population as a whole. Given the wide variation found among schools in the relative proportion of Black and Hispanic CRP enrollment, statements about the enrollment profile of an *average* CRP school have little validity. Across the CRP population as a whole, however, there were approximately 54% Hispanic and 45% Black students.

According to the ratings made by the middle grade coordinators, CRP students varied considerably in their achievement. Whether calculated on a per-school or population basis, roughly one-half of the CRP students were achieving at grade level. Taking the CRP student population as a whole, approximately 20% were described as achieving below grade level and 25% were described as achieving above grade level. About 53% of the CRP students were 7th graders, approximately 42% were 8th graders, and roughly 5% were enrolled in the 6th grade.

Middle grade coordinators reported that 700 additional students met the criteria to participate in the College Readiness Program, but could not be admitted because of funding constraints. The number of these eligible but non-served students varied considerably from school to

CSU Campus County	District	School	June 1987[a] Enrollment	Percent Hispanic	Percent Black	1986-1987 8th Grade CAP[b] Reading Score	Reading Rank	Math Score	Math Rank
Dominguez Hills Los Angeles	Compton Unified	Vanguard Junior High	570	17.4	82.3	170	3	165	1
	Compton Unified	Walton Junior High	553	27.8	70.7	147	2	157	2
	Lennox Elementary	Felton Intermediate	1459	86.0	9.1	168	16	196	40
	Los Angeles Unified	John Muir Junior High	1600	37.5	62.5	164	13	166	10
Northridge Los Angeles	Los Angeles Unified	Byrd Junior High	829	56.6	4.34	216	29	219	30
	Los Angeles Unified	Fulton Junior High	1244	64.4	11.1	194	38	219	61
	Los Angeles Unified	Macley Junior High	1100	65.0	33.0	169	11	190	24
	Los Angeles Unified	Olive Vista Junior High	1623	64.1	3.9	210	28	214	27
	Los Angeles Unified	Pacoima Junior High	1576	93.1	1.7	188	33	203	45
	Inglewood	Crozier Junior High	941	43.0	52.0	184	6	194	6
	Inglewood	Monroe Junior High	814	35.0	64.0	181	12	186	14
Fresno Fresno	Fresno Unified	Kings Canyon Middle School	822	48.5	16.4	216	42	221	46
	Fresno Unified	Tehipite Middle School	800	52.0	6.9	186	31	216	55
	Sanger Unified	Washington Junior High	537	88.5	0.2	205	47	218	55
Hayward Alameda	Berkeley Unified	Willard Junior High	530	5.0	49.1	271	49	303	86
	Oakland Unified	McChesney Junior High	1096	5.0	46.1	247	67	272	83
Contra Costa	Richmond Unified	Portola Junior High	1076	5.0	56.0	236	18	238	10

Table 1: Schools Participating in the College Readiness Program

CSU Campus County	District	School	June 1987[a] Enrollment	Percent Hispanic	Percent Black	1986-1987 8th Grade CAP[b] Reading Score	Reading Rank	Math Score	Math Rank
San Jose Santa Clara	Alum Rock Union	Fischer Middle School	804	70.1	6.2	219	69	227	70
	Alum Rock Union	Pala Middle School	525	60.4	6.7	201	20	210	23
	Franklin-McKinley	Fair Junior High	1001	40.2	6.8	202	47	224	67
	Mt Pleasant Elementary	Boeger Middle School	479	55.1	16.7	215	15	241	37

Table 1 (continued): Schools Participating in the College Readiness Program

NOTES. a) Reported by middle grade CRP coordinator.
b) CAP = California Assessment Program. School rank reflects the middle grade school's percentile rank within its school performance group established by the California State Department of Education. A school performance group is composed of schools serving students whose families are from similar socioeconomic levels.

CSU Campus / Middle Grade School	1986-1987 CRP Enrollment 6th Grade	7th Grade	8th Grade	Total	1986-1987 CRP Enrollment Percent Hispanic	Black	Percent Enrollment Below Grade Level	At Grade Level	Above Grade Level	Number of Additional Students Eligible
Dominguez Hills										
Vanguard Junior High	0	29	3	32	25.0	75.0	NR[a]	NR	NR	19
Walton Junior High	0	17	23	40	37.5	62.5	12.5	70.0	17.5	10
Felton Intermediate	0	24	25	49	81.6	18.4	0.0	100	0.0	18
John Muir Junior High	0	45	0	45	22.2	77.8	100	0.0	0.0	20
Northridge										
Byrd Junior High	0	11	18	29	75.9	24.1	13.8	62.1	24.1	0
Fulton Junior High	0	13	11	24	62.5	37.5	25.0	54.2	20.8	50
Maclay Junior High	0	19	10	29	65.5	34.5	0.0	80.0	20.0	100
Olive Vista Junior High	0	28	1	29	58.6	41.4	0.0	79.3	20.7	11
Pacoima Junior High	0	18	14	32	93.8	0	18.8	31.2	50.0	216
Crozier Junior High	0	17	23	40	22.5	77.5	12.5	72.5	15.0	100
Monroe Junior High	0	21	0	21	23.8	76.2	28.0	48.0	24.0	0
Fresno										
Tehipite Middle School	0	32	15	47	91.5	8.5	19.0	31.0	50.0	7
Kings Canyon Middle School	0	4	40	44	75.0	25.0	9.1	72.7	18.2	37
Washington Junior High	0	15	15	30	100	0	66.7	16.7	16.7	NR
Hayward										
Willard Junior High	0	19	0	19	0	100	10.5	73.7	15.8	0
McChesney Junior High	0	24	43	67	7.5	92.5	10.0	69.0	21.0	70
Portola Junior High	0	8	11	19	5.3	94.7	20.0	60.0	20.0	22

Table 2: Students Participating in the College Readiness Program

CSU Campus Middle Grade School	1986-1987 CRP Enrollment 6th Grade	7th Grade	8th Grade	Total	1986-1987 CRP Enrollment Percent Hispanic	Black	Percent Enrollment Below Grade Level	At Grade Level	Above Grade Level	Number of Additional Students Eligible
San Jose										
Fischer Middle School	21	8	2	31	64.5	19.4	22.6	58.0	19.4	0
Pala Middle School	8	9	17	34	82.4	17.6	11.8	23.5	64.7	0
Fair Junior High	7	12	17	36	54.8	45.2	22.6	22.6	54.8	0
Boeger Middle School	0	21	30	51	70.6	29.4	0	72.5	27.5	20
TOTALS	36	394	318	748						700
SCHOOL AVERAGES[b]					55.4	45.6	20.6	54.9	25.0	

Table 2 (continued): Students Participating in the College Readiness Program

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NOTES. a) NR = not reported.

b) Averages calculated at the school level; this overrepresents the impact of small schools on the population as a whole. If averages are calculated for the population as a whole, the following averages result: CRP Enrollment = 54.2% Hispanic and 44.8% Black; 20.2% of CRP students are achieving below grade level, 54.8% are achieving at grade level, and 25.3% achieve above grade level. Totals do no sum to 100 because of rounding error.

school. Six schools stated that all eligible students were being served; three schools calculated that in addition to the currently designated CRP students, there were 100 or more students eligible for the program.

CRP Interns

The CSU students participating as interns in the College Readiness Program appear to be a varied and capable group. Their ages ranged from 18 to 47 with a median age of 23. Roughly 70% of the interns were between 20 and 35; approximately 39% were male. Slightly less than one-half of the interns reported speaking a language other than English at home. Approximately 46% of the interns were White, 20% were Hispanic, 21% were Black, and 14% were from other ethnic backgrounds. Nearly equal numbers of interns placed their parents in the following categories of educational attainment: not a high school graduate, high school graduate, some college, college degree, and advanced degree.

The majority of interns were not affiliated with CSU education programs or seeking teaching credentials. They majored in a variety of areas including Business Administration, Biology, Psychology, English, Environmental Studies, French, Political Science, and Liberal Studies. Roughly 30% were graduate students. Across all of the interns, their grade point averages ranged from 2.07 to 3.84 with a mean of 3.07. Depending upon the CSU campus, they were paid from $6.00 to $7.10 per hour.

CSU campuses were selective in hiring interns, turning away at least 8 applicants who did not possess the personal or academic qualifications being sought.

CRP Program Implementation.

Documents submitted by CSU campuses and affiliated middle grade schools suggest that considerable efforts were taken to make participation in the College Readiness Program a valued, and self-esteem enhancing experience for students and their parents. Students selected for the CRP and their parents typically received a congratulatory letter, and all program information stressed the college preparatory intent of the CRP, and distinguished it from programs with a compensatory or remedial intent. (See Appendix D for examples of this material.)

Tutoring sessions were generally conducted twice-weekly after school. Their structure and formality varied. At some schools, the middle grade coordinator orchestrated the sessions, and the tutors were expected to follow his or her direction. One intern described such an approach:

> We all meet in the assigned classroom, and the teacher starts us off by explaining what we're going to do for that day. The tutors then go to their assigned groups of usually four to six students and begin asking them about what they did today or that week, so that they can be comfortable around the tutors. After this we begin the drills. We work in small groups so that the students will learn to work with one another. . . A lot of times we don't finish a drill in the same day, so the students sometimes take it home and tinker with them. At the end of the hour the students and tutors are provided

refreshments. . . .

At other schools, the tutors had total responsibility for preparing and conducting the group lessons. Another intern described her instructional method:

> At the beginning of each session I would give the students 5 - 10 minutes to talk about their day with each other and me. We would also discuss how they did on exams, and encourage each other. I would then let students who had the same assignment work together as a group, and then I would work one-on-one with the other students as they needed help. If a student didn't have something to do I would encourage reading a favorite book, or even sometimes assign them a little more work for practice. The sessions were very informal and we laughed together a lot. I wanted them to enjoy doing homework, and show them that friends can help out too if they don't understand something.

No matter who directed the tutoring sessions, there appeared to be ample time for informal conversation among the middle grade students and CSU interns. Most of the interns enjoyed this interchange a great deal.

The majority of the CSU interns reported they had frequent contact with the CSU and middle grade coordinators. Roughly 56% spoke with the CSU at least several times a month. An additional 37% spoke with the CSU coordinator once a month. Communication was more frequent with the middle grade coordinator located at the school site. Approximately 78% of the interns spoke with this individual at least several times a month, and an additional 14% talked with the middle grade coordinator once a month. Less than 10% of the interns reported that they never spoke to either coordinator.

Communication was somewhat less frequent with the middle grade teachers. Approximately 38% of the interns talked with the teachers at least several times a month, and an additional 36% reported that they talked with them about once a month. About 26% stated that they had never spoken with any teachers at the middle grade schools where they tutored.

When asked about the quality of the supervision they received, 74% of the interns rated it as superior or adequate. At the same time, 21% of the interns termed it barely adequate, and 5% of the group experienced it as inadequate.

Interns were generally satisfied with the training they had received: 81% felt that it had been at about the "right level" with regards to detail and depth. The remaining interns were split between feeling it was too intensive and too superficial.. Most of the interns (67%) reported that the training had been about the right length, although 31% criticized it for being too short.

All riddle grade schools held at least one parent activity, and one school reported conducting five events; the mean number of parent activities was 2.4. These events were generally well-attended, and included meetings to describe the purposes of the College Readiness Program, presentations about the CSU system and the neighboring campus,

discussions of financial aid, and weekend visits to the CSU campus.

In general, the middle grade CRP coordinators reported that the parent activities were successful. When asked specifically about the effort they expended and the success of the events that ensued, coordinators noted that they worked harder planning and conducting activities focusing on college opportunities and entrance requirements than they did on those discussing financial aid programs. At the same time, they asserted that events focusing on college entrance requirements were more successful than those dealing with college opportunities in general or financial aid.

Middle grade coordinators made notable distinctions between the involvement of parents as a whole and the involvement of parents of CRP students in their children's education. For their schools as a whole, the coordinators estimated that, on average, only 23% of the parents were involved in their children's education. In contrast, they estimated that, on average, 67% of parents of CRP students were involved in their children's education. Given the nature of these data, it is impossible to know whether CRP participation was a cause of parent involvement, or whether it was the involved parents whose children were selected for the College Readiness Program. A conservative assumption would be to assume that both of these phenomena were operating.

It must not be ignored, however, that the College Readiness Program provided parents with additional opportunities for significant involvement in and communication about their children's schooling. As there is considerable research evidence that parental involvement can make a powerful contribution to student learning and achievement, this is most welcome.

PERCEPTIONS OF PROGRAM PARTICIPANTS

According to the program staff and the CSU interns providing tutoring to the CRP students, a great deal has been accomplished in a short time. They report that the attitudes of students and staff toward the College Readiness Program are extremely positive, and new expectations for college matriculation have been established among CRP students.

Table 3 displays the responses of middle grade CRP coordinators located at the participating schools, the CSU campus coordinators and the CSU interns to a set of questions about the College Readiness Program. As the number of respondents in each group varies considerably, the data are displayed as percentages. Because of the relatively small sample sizes (21 middle grade coordinators, 5 CSU coordinators, 59 interns), small differences in percentages may not be meaningful, and contrasts must be approached approached cautiously. Still, some patterns among the perceptions of these three groups can be discerned.

Overall, the responses suggest that the three groups are excited about the CRP, and believe it is having an impact on the middle grade students. Of the three groups, it is the interns who seem somewhat less positive about the CRP. Over one-third of the interns agreed or were uncertain about the statement, "CRP sounded like a good idea, but I haven't seen much impact on students." In contrast, 95% of the middle grade coordinators disagreed with that statement. One must not, however, make too much of the intern's wariness; over 80% reported they would like to see the CRP expanded.

Table 4 displays more information about the perceptions of the CSU interns. Nearly 77% hope to work in the CRP the following year, and over one-half of them report that their experience as tutors has interested them in becoming teachers. Furthermore, after excluding those who were not planning to become teachers, 39% of the remaining interns would like to teach in a middle grade school similar to the one in which they were working, and 58% report they would like to teach the same sort of students they are now tutoring. Although the main goal of the College Readiness Program is to increase the enrollment of Black and Hispanic middle grade students in college preparatory courses, it appears that it is having an important ancillary impact on the interns working as tutors. Although the absolute number of tutors involved is small at the present time, expansion of the program might help to bring more talented students, many of whom would probably be Hispanic or Black, into the teaching profession.

Middle grade coordinators were nearly unanimous in listing two frustrations they experienced with the College Readiness Program: budget problems and time problems. Although coordinators would clearly appreciate greater per-school budget allocations, the budget problems they reported had to do with spending authorizations and other organizational matters. They similarly expressed concern about the time it took to coordinate the CRP. Over one-half of the coordinators estimated that they spent between 15% - 25% of their work day on CRP coordination. They saw this time burden as doubly frustrating. It compromised their performance of other tasks, and, at the same time, it threatened to expand.

Item	Percent of Middle Grade[a] Coordinators Responding			Percent of CSU[b] Coordinators Responding			Percent of CSU[c] Interns Responding		
	Agree	Don't Know	Disagree	Agree	Don't Know	Disagree	Agree	Don't Know	Disagree
This is an exciting, innovative way to get middle school students on the right track.	95.24	4.76	0	100	0	0	91.38	6.90	1.72
CRP sounded like a good idea, but I haven't seen much impact on students.	0	4.76	95.24	0	20	80	13.79	20.69	65.52
Working with middle grade students has been very beneficial for CSU interns.	90.48	9.52	0	100	0	0	96.55	3.45	0
I have little contact with the operation of the CRP project on the school site.	NM[d]	NM	NM	0	0	100	NM	NM	NM
I have little contact with the operation of the CRP project on the CSU Campus.	4.76	4.76	90.48	NM	NM	NM	18.64	11.86	69.49
Coordinating the CRP is a bureaucratic nightmare.	17.65	5.88	76.47	20	20	60	NM	NM	NM
I would like to see the CRP program expanded.	85	10	5	100	0	0	81.36	13.56	5.08
Our principal strongly supports the CRP program.	90.48	9.52	0	NM	NM	NM	NM	NM	NM
The teachers at our school strongly support the CRP program.	70	20	10	NM	NM	NM	NM	NM	NM

Table 3: Responses of Middle Grade Coordinators, CSU Coordinators and Interns to Survey Items.

NOTES.

a) N = 21 for most items. b) N = 5 for all items. c) N ranges from 56 to 59 depending upon item.

d) NM = not meaningful.

Item	Percent of CSU[a] Interns Responding: Agree	Don't Know	Disagree	Not Applicable
I want to work in the CRP next year.	76.79	12.50	10.71	
When I receive my teaching credential I would like to teach in a middle school or junior high school similar to the one I am now working in.	23.73	27.12	10.71	38.98
When I receive my teaching credential I would like to teach the same sorts of students I am now tutoring.	35.59	18.64	6.78	38.98
Now that I have been a CRP tutor, I am interested in becoming a teacher	54.39	29.82	15.79	

Table 4: CSU Interns' Responses to Survey Items

Notes.

a) N ranges from 56 to 59 depending upon item.

Coordinators' comments suggest they felt that CRP students and activities could require even more of their time, if they were to be truly successful.

Middle grade coordinators frequently mentioned problems associated with the abbreviated timeline under which the College Readiness Program was implemented, and requested that they receive more advanced announcement of statewide meetings and other program events. Some complained that CSU interns were inadequately supervised by the CSU campus coordinator, and that communication between CSU staff and the middle grade school should be improved. One middle grade coordinator suggested that training programs be continued throughout the course of the semester, rather than being held only at the beginning.

On balance, however, the middle grade coordinators responses to open-ended questionnaire items reflect the same positive attitudes reflected on Table 3 above. Positive comments are found throughout the questionnaires, and specific events are recalled where coordinators spoke of the joy they experienced when they saw "evidence of academic and social progress," or watched "students discover that they too have an opportunity at higher education," or observed "students faces light up when they learn something new."

CSU coordinators also spoke of the time pressures they felt and the need for additional money and staff support to make the College Readiness Program reach its full potential. They also commented upon the rushed timeline of the program, and the need to schedule meetings and events farther in advance. Some expressed dissatisfactions regarding the training and monitoring the interns received, and the frequency and quality of communication between the CSU campus and the middle grade schools. It was generally felt, however, that this first semester was successful, and the problems they had encountered with were resolvable, given what they had learned.

Taking the responses of CSU interns, middle grade coordinators, and CSU coordinators as a whole, two points of commonalty emerge. First, there is general enthusiasm for the program, and a sense that it is making a difference in the aspirations and achievement of middle grade students. The CRP has mobilized a great deal of hope, energy, and goodwill among students and staff at the middle grade school and at the university. Participants believe the partnership is working, and they are pleased.

At the same time, there are a number of concerns suggesting that the CRP is just a bit unwieldy: it gobbles up time, it is difficult to manage, funding is insufficient, and the money that is available is cumbersome to spend, training, monitoring and communication, although generally adequate, need improvement, and so on. In short, the first semester of the College Readiness Program seems like a shakedown cruise, often, it seems, with the crew learning how to guide the ship as it motors along. Given the complexity of partnership, and the new waters being charted, it is hard to know how the experience could be otherwise.

THE IMPACT OF THE COLLEGE READINESS PROGRAM ON STUDENTS

Although it is premature to make a rigorous assessment of the impact of the College Readiness Program on enrollment in college preparatory courses, some effort must be made if we are to know if the metaphorical ship, introduced in the last section, is headed for a proper port. Two types of evidence are available: the reports of middle grade coordinators regarding CRP students' college expectations, and the percentage of 8th grade CRP graduates recommended for enrollment in college preparatory mathematics and English.

According to the middle grade coordinators, 86% of students participating in the CRP were neutral about college matriculation before the program; at the conclusion of the program, all CRP students were enthusiastic about attending college.

Table 7 displays the numbers and percentages of students in the participating middle schools recommended for enrollment in college preparatory courses. Although the number of students concerned at the school level is small, and this can make the comparison of percentages misleading, there is a consistent pattern of a considerably greater percentage of CRP students being recommended for college preparatory courses when compared to the 8th grade as a whole. When data are summed across the populations of 8th graders as a whole and the CRP 8th graders, 14.8% of the entire 8th grade population was recommended for college preparatory mathematics compared to 53% of the CRP students. For college preparatory English, the percentages were 23.5% of the entire 8th grade population versus 75.1% of the CRP students. At individual schools, and across the sample as a whole, CRP students are more likely to be recommended for college preparatory courses than the average 8th grade student.

These relative differences in college preparatory enrollment are dramatic, and suggest that the College Readiness Program is strikingly successful in meeting its goals. An objective evaluation, however, must consider the possibility that the CRP skimmed the best students from the 8th grade class. If this were the case, comparisons between the college preparatory enrollments of regular and CRP students would be inappropriate since they would compare two very different types of student.

Given the data currently available, there is no unequivocal answer to the question of whether the CRP had the exceptional effect the above enrollment figures suggest or whether the first cohort of CRP 8th graders were exceptional students. The evidence at hand, however, suggests that the College Readiness Program is having an impact.

Although there is no record of the percent of 8th graders at each school achieving above grade level, middle grade coordinators did report the percentage of all CRP students achieving above grade level. If it can be assumed that these exceptional students are equally represented within all grades of the CRP program at each school, then this figure can be used as a proxy for the percentage of 8th graders achieving above grade level. The relationship between the percent of 8th grade CRP students achieving above grade level and the percent of 8th graders recommended for

CSU Campus Middle Grade School	June 1987 Enrollment School 8th Grade	 CRP 8th Grade	Percent of 8th Graders Recommended for College Preparatory Mathematics	 English	Percent of CRP 8th Graders Recommended for College Preparatory Mathematics	 English
Dominguez Hills						
Vanguard Junior High	190	3	26.8	NR[a]	100	NR
Walton Junior High	174	23	17.2	14.4	65.2	65.2
Felton Intermediate	502	25	13.5	13.3	20	32
John Muir Junior High	530	0	1.5	1.5	NM[b]	NM
Northridge						
Byrd Junior High	272	18	13.2	10.3	27.8	100
Fulton Junior High	426	11	35.7	14.1	54.5	45.5
Maclay Junior High	369	10	37.9	19.0	100	100
Olive Vista Junior High	553	1	6.3	6.3	100	0
Pacoima Junior High	499	14	16.2	13	100	92.9
Crozier Junior High	479	23	8.4	5.2	65.2	73.9
Monroe Junior High	351	0	25.4	26.2	NM	NM
Fresno						
Tehipite Middle School	383	15	30	30	NR	80
Kings Canyon Middle School	407	40	21.1	100	45	100
Washington Junior High	295	18	10.2	6.1	100	66.7
Hayward						
Willard Junior High	258	0	33.7	45	NM	NM
McChesney Junior High	366	43	43.7	82.5	55.8	100
Portola Junior High	518	11	17.2	65.1	0	45

Table 5: Students Recommended for College Preparatory Courses

CSU Campus Middle Grade School	June 1987 Enrollment School 8th Grade	 CRP 8th Grade	Percent of 8th Graders Recommended for College Preparatory Mathematics	 English	Percent of CRP 8th Graders Recommended for College Preparatory Mathematics	 English
San Jose						
Fischer Middle School	278	2	NR	NR	0	0
Pala Middle School	200	17	30	51.5	100	100
Fair Junior High	412	17	22.8	18.2	76.5	52.9
Boeger Middle School	225	30	16.7	30	42	63
		AVERAGES[c]	21.1	29.9	65.8	69.8

Table 5 (continued): Students Recommended for College Preparatory Courses

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NOTES. a) NR = not reported.

b) NM = not meaningful.

c) Calculated by averaging the percentage of students in each school recommended for college preparatory classes; this procedure gives an equal weighting to all schools, and includes only schools which report enrollment figures for both CRP 8th graders and for the 8th grade as a whole. Taking the populations of regular 8th grade students and 8th grade CRP students as a whole, the following averages can be calculated. Enrollment in College Preparatory Mathematics -- Regular 8th grade students: 14.8%; CRP 8th grade students: 53%. Enrollment in College Preparatory English -- Regular 8th grade students: 23.5%; CRP 8th grade students: 75.1%.

enrollment in college preparatory courses can then be tested using the correlation statistic.

Seventeen middle grade schools had both complete data and an 8th grade CRP program. Using this data set, I computed correlations between the percent of CRP students achieving above grade level and the percent of 8th grade CRP students recommended for college preparatory mathematics and English. The results reveal almost no relationship between the percent of students achieving above grade level and recommendations for college preparatory enrollment, and thus cast doubt on the hypothesis that it is the quality of the student -- rather than the effect of the College Readiness Program -- that accounts for enrollment in college preparatory courses. The correlation between percent of students above grade level and mathematics enrollment was -.02 (p = .48, one-tailed). The relationship between percent of students above grade level and English enrollment was .09 (p = .39, one-tailed).

Taken as a whole, the results of these analyses, although based on the assumptions noted above and subject to estimation errors, support the conclusion that the College Readiness Program is having its intended effect. Compared to regular eighth grade students, CRP students are twice as likely to be recommended for enrollment in college preparatory courses, and this does not appear to be merely a function of their entering achievement levels. Moreover, the comparison of college preparatory enrollment rates is a conservative one. When making these calculations, CRP students were counted in the general population of 8th graders, so their relatively higher enrollment percentage contributed to the enrollment rate for all 8th graders. If the comparison was made solely between CRP students and non-CRP students the relative differences would be slightly greater.

CONCLUDING REMARKS

Although the College Readiness Program has been in existence less than a year, it appears to be a considerable success from the perspectives of the participating middle grade schools and the CSU campuses. The response of participants, in general, is quite positive. There is nearly uniform agreement that the College Readiness Program is working and having a significant positive impact on the middle grade students it enrolls. At the same time, participation as a student intern is considered a very positive experience by CSU students. The College Readiness Program has harnessed the hope and energy of many, and it implementation, by and large, appears to be a successful one.

It is too early to make definitive statements about the program's impact on enrollment in college preparatory courses, but available data suggest that the program is meeting its goals: CRP students are more than twice as likely to be recommended for enrollment in 9th grade college preparatory courses when compared to other 8th graders in the same schools. Analysis of the relationship between reported achievement levels and college preparatory enrollment does not support the idea that the CRP program is skimming off the best 8th grade students.

Several recommendations can be made that tie together the perceptions of CRP participants, and have the potential of strengthening the program. First, attention needs to be given to the organization of the fiscal aspects of the program. From the vantage point of the evaluator, it is difficult to know exactly where the problem -- and the solutions -- are to be found. Better planning and communication as well as simplified disbursement and budgeting procedures might make it easier for the middle grade coordinators to focus on the programmatic, rather than the administrative, aspects of the CRP. Another approach would be to make the principal, who generally has administrative experience, the CRP coordinator, rather than a counselor or teacher.

Second, more joint planning between CSU campuses and the middle grade schools regarding curriculum development, intern training and supervision would seem to benefit the program. Throughout the questionnaires there was a general sense that although everyone worked together to mount the program, more time was needed to talk things through, divide responsibilities and accountabilities, and solve mutual problems.

Finally, more attention should be given by middle grade coordinators to the achievement level of the students selected for the College Readiness Program. Since the program is to be aimed at the *average* student, then it is average students that should be admitted. Across the entire population of CRP students, students achieving at grade level predominated, but this was not always the case at each school. If the CRP is to fulfill its long-term goal of increasing the college matriculation of Black and Hispanic students, then careful attention must be given to selecting average students who might not ordinarily plan to attend college.

Report of the University of California

UNIVERSITY OF CALIFORNIA

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Senior Vice President—
Academic Affairs

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

July 29, 1988

Kenneth B. O'Brien
Interim Director
California Postsecondary Education Commission
1020 Twelfth Street, Third Floor
Sacramento, California 95814-3985

Dear Ken:

Enclosed is the University's report in response to Assembly Bill 101, "Implementation of Recommendations to "Expand Educational Equity." I am sorry we were unable to get it to you sooner, and we apologize for any inconvenience caused by the delay.

Sincerely,

Joyce B. Justus
Director--Educational Relations

Enclosure

cc: Senior Vice President Frazer (w/o enclosure)
Vice President Baker (w/o enclosure)
Assistant Vice President Cox (w/o enclosure)
Director Apodaca (w/o enclosure)
Principal Analyst Parker (w/o enclosure)

June, 1988

UNIVERSITY OF CALIFORNIA
OFFICE OF THE PRESIDENT

IMPLEMENTATION OF RECOMMENDATIONS TO "EXPAND EDUCATIONAL EQUITY"

In accordance with the Legislative request, Assembly Bill 101 (Chacon, 1987, copy appended), this report documents progress the University of California has made in implementing the recommendations contained in "Expanding Educational Equity in California's Schools and Colleges," the report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 (Chacon, 1984) on minority and low-income college graduation rates.

Assembly Bill 101 states in part:

> (a) The State Department of Education, the Board of Governors of the California Community Colleges, and the Trustees of the California State University, are each hereby directed to, and the Regents of the University of California are hereby requested to, report individually by June 30, 1988, on the implementation of the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83.
>
> (c) Each report shall specify in detail each of the following:
>
> (1) The extent to which the reporting segment of public education has implemented each of the task force report recommendations appropriate to it. Discussion of recommendations intended to be implemented in the future shall, for each recommendation, include a plan, timeline, and budget for implementation.
>
> (2) Impediments to implementation of any recommendation appropriate to the reporting segment of public education and either a plan, timeline, and budget for overcoming the impediments or a rationale for the lack thereof.
>
> (3) Identification of any recommendation appropriate to the reporting segment of public education which it

intends not to implement, irrespective of impediments or absence thereof, and the rationale for the decision.

(4) New legislation which the reporting segment of public education believes necessary to implement any of the recommendations appropriate to it.

The report which follows outlines the University's efforts in this regard from January 1, 1986 through December 31, 1987. It addresses those recommendations relevant to the University of California. Impact data are given when information is available and where outcomes can be directly attributed to the implementation of a particular recommendation.

INTRODUCTION

Direction and coherence for the University's efforts to increase the numbers of underrepresented ethnic minority and low-income students participating in its programs are provided by the Student Affirmative Action (SAA) Program. Major elements of the program include identification, motivation, preparation, and recruitment of underrepresented ethnic minority and low-income students. In addition, aggressive recruitment of these students is complemented by a commitment to their academic advancement. A variety of support programs are offered at all campuses to help students adjust to University life and strengthen their academic performance.

The Educational Opportunity Program, inaugurated in 1964 and the undergraduate SAA Program, in 1976, address many of the problems confronting underrepresented ethnic minority and low-income students who are interested in attending the University. Since its inception, the SAA Program has been reviewed, evaluated, and modified to accommodate changing circumstances. These evaluations have considered demographic, social, and educational factors. During the past two years, program review has considered also the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83. In appraising program results, the University takes into account the fact that outcomes of new initiatives usually require some time to become fully productive.

The Early Academic Outreach Program is the linchpin of the University's SAA efforts. Through active intervention beginning in the seventh grade, the program seeks to raise the low eligibility rates of underrepresented ethnic minority students. Contacting students at this early stage allows University representatives to advise and encourage them to take the proper courses even before they enter high school.

The schools selected for the Early Academic Outreach Program are those with a higher proportion of underrepresented ethnic minority and low-income students enrolled than the average proportion statewide among schools. While 32.4% of California's public high school students in 1986 were from underrepresented ethnic groups, underrepresented minorities on average comprise 48.5% of the student population in the public high schools which have formed partnerships with the Early Academic Outreach Program. Similarly, while underrepresented ethnic minorities constitute 38.0% of California's junior high school students, the proportion of minorities in junior high schools involved with the program is 64.8%.

During the 1986-87 year, the program served over 45,000 students enrolled in 610 junior and senior high schools. In the high school graduating class of 1987, 31% of Early Academic Outreach participants were eligible for University of California admission. By comparison, the eligibility study of public high school graduates in 1986 conducted by the California Postsecondary Education Commission estimated that the eligibility rates for Blacks was 4.5% and 5.0% for Hispanics. Statewide, 14.1% of all public high school graduates were eligible for admission to the University. Moreover, 93.4% of all Early Academic Outreach graduates enrolled in some postsecondary institution.

The Immediate Outreach Program is the University's recruitment component of SAA. A review of the results of Immediate Outreach shows that the program has been successful, despite the presence of challenging recruitment conditions. The low rate at which underrepresented ethnic minority students achieve University of California eligibility is, by far, the most significant obstacle. Nevertheless, because of the program, the numbers of eligible applicants to the University has increased.

The number of underrepresented California resident ethnic minority first-time freshmen, as a percentage of the total students admitted, increased in 1986 over the previous year by 2.9%. The 1987 admission figures show a dramatic increase over the previous year, this time by 12%. In addition to the numerical growth, overall academic preparation has improved. In fall 1985, 74.3% of underrepresented students admitted met or exceeded University minimum admissions requirements. For fall 1986 and fall 1987 respectively, the figures had increased to 77.3% and 81.8%.

In addition to SAA programs which are designed to increase the numbers of students enrolling in the University, support services are offered to underrepresented ethnic minority and low-income students once they enroll. The purpose of this component of the SAA Program is to provide any needed help the students might require in order to graduate.

In fact, most students in the University -- without regard to

ethnic background -- require, at some point in their education, the help of certain support services offered by the campuses. The need for these services is more critical for ethnic minority students, however, for two reasons: (1) underrepresented minorities complete their college degrees in proportionally smaller numbers than Whites, and (2) proportionally fewer underrepresented ethnic minorities go on to graduate school. Support services for undergraduate students are a critical component of a comprehensive affirmative action program to overcome disadvantages that cause underrepresentation of ethnic minorities at all levels of higher education.

The remainder of this report delineates how the University is fulfilling its responsibilities in the area of educational equity. For all recommendations of the Task Force which relate to the University, there is in place a program or programs to meet the intent of ACR 83. For that reason, the summaries provided in response to relevant recommendations are of efforts already implemented.

UNIVERSITY OF CALIFORNIA RESPONSES TO THE ASSEMBLY CONCURRENT RESOLUTION 83 RECOMMENDATIONS

1. CLARIFYING SCHOOL AND COLLEGE RESPONSIBILITIES

1.2 In cooperation with the schools, colleges and universities have a responsibility to support public school improvement, engage in efforts to communicate college expectations to students, assist the educational planning and preparation of students who are potentially college bound, and provide pre-service and in-service training to school personnel.

1.3 All colleges and universities are responsible for assuring that their students are competently advised and counseled and provided with the personal, academic, and economic support to enable them to complete their educational objectives. Community colleges are primarily responsible for assuring that their students are encouraged to consider transfer to senior institutions, informed of the necessary steps to do so, and provided with adequate courses for transferring with junior or upper-class status. Senior institutions have the responsibility to work with community colleges in counseling and advising prospective transfer students and in simplifying transfer procedures and requirements.

The above two general recommendations (1.2 and 1.3) have been implemented as part of the University's programs to increase the numbers of underrepresented ethnic minority and low-income students

who matriculate in higher education. Details of the University's efforts to implement these general recommendations are provided in the remainder of the report under the appropriate subheadings.

2. ASSURING IMPROVEMENT IN THE PUBLIC SCHOOLS

The proportion of low-income and underrepresented ethnic minority youngsters -- especially Hispanic and Black -- who complete high school prepared for higher education must be increased substantially. The chief executives of all five segments of education in California -- the State Superintendent of Public Instruction for the public schools, the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the President of the Association of Independent California Colleges and Universities -- should see that their segments implement comprehensive activities to address this goal immediately. The State Superintendent of Public Instruction should assume the leadership in this initiative.

During the period from 1986 to 1987, University of California campuses inaugurated and expanded a number of school-college partnerships involving schools with large concentrations of underrepresented ethnic minority students. For example, the Irvine campus established a Partnership Network in central Orange County with more than a dozen K-12 school districts, three community colleges, and two California State University (CSU) campuses. The Davis campus initiated cooperative research and service activities with three Sacramento area school districts, two of which reflect high concentrations of underrepresented ethnic minority students. The University of California, Santa Cruz established a research and development partnership with the Pajaro Valley Unified School District. And at Berkeley, both the School-University Partnership for Educational Renewal (SUPER) and ACCESS extended their existing partnership activities in Oakland and Richmond to include San Francisco schools. Similarly, the Los Angeles, San Diego, Santa Barbara, San Francisco and Riverside campuses have all expanded and strengthened existing partnership activities with nearby K-12 school districts. In each case, special attention has been given to schools with high concentrations of underrepresented ethnic minority students.

3. INCREASING HIGHER EDUCATION'S SERVICES TO THE SCHOOLS

3.1 The school improvement partnerships proposed above in Recommendation 2.5 should undertake fundamental analyses and change, where necessary, of school curricula,

instruction, institutional management, postsecondary outreach services, parent involvement, and student motivation and self image. Such agencies as the ACCESS/Cooperative College Preparatory Program and the Achievement Council in Oakland can assist higher education and school district officials in developing these partnerships.

By the end of 1987, each campus of the University of California had established one or more on-going partnerships with local K-12 school districts enrolling large numbers of underrepresented ethnic minority students. Some of these partnerships provide direct service to K-12 students, teachers, administrators, and parents. Many of them also support research and development projects designed to strengthen K-12 curriculum and instruction for all students. Another contribution of such partnerships has been to draw upon the experience and expertise of K-12 faculty and administrators for enrichment of the University's teacher preparation programs.

Fall 1987 also marked the beginning of the University's Field Evaluation Program. With this program, representatives from each of the eight undergraduate campuses provided preliminary transcript evaluations to underrepresented ethnic minority and low-income students in four regions -- Fresno, San Jose, San Diego, and Whittier. This service was provided to 387 high school students.

3.2 During 1986, each of the segments should reassess its (1) existing outreach programs, (2) financial aid counseling, and (3) academic support services to determine if they serve the goals of educational equity and access both effectively and efficiently. As needed, the segments should help schools provide tutorial and other support services for students who are initially unprepared to succeed in the core curriculum.

The University reviews its SAA programs on a regular basis. In the area of enrollment, it has achieved a record of remarkable success. For example, between 1985 and 1987, the number of underrepresented ethnic minority California resident first-time freshmen rose from 3,114 to 3,859 (23.4%). Every category of underrepresented minority students showed increases during this period.

Much of this success is the result of intensive SAA outreach efforts. Outreach officers work closely with potential students to increase their motivation to pursue postsecondary education. They assist students in preparing for college level work and in applying for University admission, financial aid, and housing.

Once these students are enrolled in the University, a wide range

of academic support services are available, including: summer orientation programs for entering students; learning skills assistance; personal and academic counseling; and career planning and advising to help students plan for graduate and professional study.

3.3 Teacher education programs should emphasize the multi-cultural aspects of today's California school population. This emphasis might be achieved through student-teacher placements in multi-cultural settings, the inclusion of multi-cultural material in teacher education curricula, and dissemination of proven research findings regarding effective teaching and learning for culturally different students.

Study of California's different cultural groups is part of each University of California program of teacher education. At the University of California, San Diego (UCSD), for example, a central theme of the campuswide teacher education program is equal educational opportunity for all school children, articulated in terms of multicultural education that encourages the preservation of students' cultural identities and language while providing the skills needed to move between different cultural situations. UCSD students take courses in (a) Language, Culture, and Education, (b) Multicultural Education, and (c) Multicultural Secondary Education; in addition, multicultural perspectives are included throughout the curriculum. Seven of the University's eight general campuses also offer credential programs with a bilingual/multicultural emphasis, and two campuses (Davis and Santa Barbara) offer advanced bilingual/crosscultural specialist credentials.

The University also offers opportunities to future teachers to teach students from ethnic minority cultures. For example, the Community Teaching Fellowship Program, a Universitywide program designed to enrich mathematics instruction and curriculum, places undergraduate and graduate University mathematics students in K-12 classrooms with large numbers of disadvantaged minority pupils. In addition, all credential students complete at least one student-teaching experience in a crosscultural setting.

3.4 Senior colleges and universities should expand their existing efforts to recruit into the teaching profession outstanding low-income and minority undergraduates, since the proportion of minority teachers has been declining while the proportion of minority youth has been increasing.

Ethnic minority students constitute approximately 11% of University credential enrollments overall. The University's credential programs have initiated vigorous minority recruitment efforts. At

UCLA, for example, an innovative joint program of the UCLA mathematics department, the education department, and local school districts recruits mathematics undergraduates as interns in the schools and guarantees them admission into UCLA's credential program. In 1986-87, 29% of these interns were Latino or Black. At Davis, the education program is developing a registry for University minority undergraduates interested in teaching. Other campuses have developed outreach programs to encourage high school and community college students to enter teaching. In addition, for the past two years, the University, together with CSU, has submitted budget proposals to establish statewide activities to recruit minority students into the teaching profession; however, these proposals have not been included in the State budgets.

Among the barriers to recruitment of low-income and minority students are the following: (a) the teaching profession's poor salaries, working conditions, and status, compared to other fields, and (b) lack of fellowship grants for credential students. As ACE President Robert Atwell notes, low-income students are reluctant to burden themselves with heavy loans -- especially in a low-paying field like education. In addition, much of the potential pool of future teachers is comprised of adults in their 30s and 40s who can be induced to return to school for a second career; these individuals are unlikely to give up jobs and enter credential programs without adequate aid.

3.5 Through in-service programs, each segment should help teachers, counselors, and administrators use available local, State, and national resources to strengthen the curriculum and improve the school environment.

In conjunction with the California State University, the University of California administers two statewide, multi-site projects that provide subject-specific professional development activities for teachers in K-12 schools: the California Mathematics Project and the California Writing Project. In 1987, the Legislature also authorized the University to establish the California Science Project, and the Regents' budget requested funds from the State to support this effort. During 1986-87 the University also began working to develop proposals for similar statewide, multi-site professional development projects in other core areas of the K-12 curriculum (social studies, foreign languages, visual and performing arts, etc.). In all these projects, special efforts are made to involve teachers who are themselves minority or who teach in schools with large populations of minority students. During the 1986-87 period, the intensity of these efforts increased markedly.

In addition to these statewide, multi-site projects, individual campuses offered (during 1986-1987) a variety of other in-service activities to K-12 teachers and administrators. For example, the Herald Project is a partnership between faculty at UC Berkeley,

Stanford, and the San Francisco Unified School District to revamp the humanities curriculum in language learning, history, and social science. The project has a strong multicultural emphasis. Individual campuses also supported programs focusing on instructional practice within particular content areas, such as science, literature, social studies, or foreign languages. Other campus programs focused on instructional issues that cross subject areas, such as classroom use of computers or strengthening the role of mentor teachers at the school site. Through these campus programs, faculty from the University and from K-12 schools work together to develop effective strategies for teaching California's increasingly diverse student population.

3.6 Research-oriented institutions should undertake and help the schools apply action research on topics ranging from the learning problems of linguistic minorities to school and district environments that most effectively reward student and teacher effort.

During the 1986-87 period, the University substantially increased its support for action research on school problems. Evidence of increased support include: continuing developments within the Linguistic Minorities Project to focus resources directly on action research related to educational challenges faced by linguistic minority students; the establishment of a Task Force on Black Student Eligibility and the subsequent efforts of the Task Force to direct research to programs that have been successful in enhancing the academic achievement and performance of Black students; and the creation of a Presidential Grants for School Improvement program designed specifically to support University research projects that focus on the improvement of educational practice in K-12 schools. Research supported through these projects involves direct collaboration with K-12 faculty and administrators to investigate strategies for improving the academic achievement of underrepresented ethnic minority and low-income students.

These Universitywide activities were complemented by a variety of education research projects conducted by individual faculty in education and in other departments. They were also complemented by activities of organized research units and education research centers. For example, both the National Center for the Study of Writing (UC Berkeley) and the National Center for Evaluation and Assessment (UCLA) engaged in research and dissemination activities that focused directly on problems of elementary and secondary education. In addition, the Policy Analysis for California Education project (PACE) continued to play a central role in conducting research and evaluation studies that focus directly on the formation and implementation of State educational policy. Through this array of research activities, University faculty and staff investigated a broad range of questions about schooling and

education. Many individual research studies within the array have focused in particular on the challenges faced by schools and teachers in adequately serving the educational needs of minority and low-income students.

4. EXPANDING HIGHER EDUCATION'S SERVICES TO UNDERREPRESENTED STUDENTS

4.1 Each segment's retention efforts should begin with outreach and admissions office staff, who view potential students as "graduates-to-be" and help students view themselves in the same way.

The University continues to help prepare, recruit, admit, and graduate low-income and underrepresented ethnic minority students. In order to decrease the number of students who are admitted and enroll, but who do not graduate, the SAA programs view students, not only as potential graduates, but as future graduate and professional school students.

The Early Academic Outreach Program, for example, operates under guidelines designed to prepare its participants for the academic rigor of the university setting. Mere attainment of University "eligibility" is no longer considered sufficient.

While there are no data currently available to judge the impact of this philosophy on the academic advancement of Early Academic Outreach graduates, we do know that students who meet eligibility requirements upon admission to the University experience fewer academic problems than those who are admitted by special action admission. Early Academic Outreach participants who graduated from high school in spring 1987 achieved University of California eligibility at a rate of 30.9%.

4.2 Each segment should expand or inaugurate summer bridge programs for low-income and minority students to ease their transition from high school to higher education. In addition, each institution should provide wide-ranging orientation programs for all freshmen and transfer students.

All eight of the University's general campuses offer summer bridge and orientation programs to new students in order to ease the transition into the University. These activities are offered to underrepresented ethnic minority and low-income students in recognition of the fact that they achieve UC eligibility at rates substantially below those of Asians and Whites. Studies indicate that students admitted by special action admission or who are at the lower end of the eligibility scale are at high risk for

academic difficulty and withdrawal from the University. Because the University has had considerable success in addressing this problem through summer bridge programs, for fiscal year 1987-88, the University's SAA Support Services budget was augmented with $340,000 so that campuses could offer summer bridge services to more SAA students. Specifically, the augmentation was used to expand student-faculty mentor activities.

4.3 The faculty of each segment should assist in operating tutorial programs for students in need of supplemental instruction.

At all University of California campuses, faculty participate in programs to provide extra academic support to SAA students. In most cases these services are organized through a campus Learning Center. Also, special programs such as the Professional Development Program and the Minority Engineering Program utilize faculty to provide academic and non-academic support in mathematics-based subjects to minority students. SAA students make use of these services not only to help in remedying academic problems, but also to raise their level of academic achievement from average to excellent. With the help of programs such as these, the University hopes to increase the number of ethnic minority students who aspire to and who are qualified for graduate school within the near future.

4.4 When needed and requested, faculty at the University of California and the California State University should assist community college faculty in strengthening transfer courses, and the Academic Senates of the three segments should continue and expand their cooperative activities to this end.

For the past several years, there has been a growing consensus that an effective and smoothly operating system of transfer is essential if educational equity is to be achieved. The cornerstone of faculty commitment in this area is the Intersegmental Academic Senate, which consists of five representatives from each segment.

The Intersegmental Academic Senate has been meeting regularly since 1980. During its tenure, the Senate has dealt with transfer issues and has prepared statements on subject competencies for freshmen. Recently, a subcommittee of the Senate developed an intersegmental transfer core curriculum designed to facilitate the transfer of qualified students to the University of California from other institutions of higher education in the State, especially from the Community Colleges. This curriculum has been approved by the University of California Academic Council.

4.5 Each institution should assure that its students -- and particularly its minority and low-income students -- have access to advising that monitors their academic progress, refers them to academic support services as needed, helps them clarify and expand their educational and career goals, and promotes attainment of these goals.

All of the University's general campuses provide academic advising for undergraduates from matriculation through graduation. Advising is conducted by professional staff, including advisors for students with special needs; faculty, responsible for advising students in their academic specialty; and peer advisors.

All campuses hold summer orientation programs for freshman and transfer students which, among other purposes, enable professional and peer staff to advise new students about general education requirements and prerequisites and to assist students in class scheduling. Students continue to see professional advisors until they declare a major, at which time they are assigned to faculty advisors. The central role of the faculty advisor is to give students advice about their academic goals, major requirements, graduate school, and career opportunities in specific fields. All students are encouraged to meet regularly with their assigned advisors.

Campuses also provide career planning and placement services for their students. Freshman and sophomore students are encouraged to attend career planning and awareness workshops to clarify their career goals and learn strategies for making career decisions. Workshops on resume writing and interview techniques are offered primarily for upper division students. All the general campuses provide opportunities for students to interview on campus with prospective employers.

A number of campuses annually offer career fairs which bring together minority students and prospective employers. Minority students at UC Berkeley, for example, are encouraged to prepare for these fairs by attending preparation workshops on resume writing, interviewing for career information, and conducting research on prospective employers. Most of the Career Planning and Placement Centers reach out to minority student organizations by offering special programs and workshops tailored to the student organizations' needs. At UC Irvine, for example, career center staff have presented workshops on specific medical careers for students in the "Chicanos for Creative Medicine" organization. In addition, some of the campuses assign specific staff to provide career counseling for minority students. Most of the career centers collaborate with other campus units to provide specialized career advisement for minority students. For example, at UCLA, career center staff present a series of workshops for freshman and sophomore students in the Academic Advancement Program to

facilitate career decision making.

The results of a recent survey showed that all campuses provide advising programs tailored to meet the needs of different groups of students, including underrepresented ethnic minority and low-income students. Such programs provide help to students having difficulty deciding on a major; students experiencing academic difficulty; students with high academic potential; and students who may not be prepared adequately to meet the academic rigors of the University. While some of these programs involve students early in their academic careers at the University, others deal with issues that concern students about to begin their graduate work or enter careers. Examples of special advising programs are listed in Appendix II.

4.7 Each segment should expand its evaluation of special support programs and other campus services on the basis of students' academic performance and educational goal attainment. To this end, they should increase the in-service training of program directors in effective evaluation strategies.

The University offers a wide array of academic support programs aimed at enhancing student performance and academic attainment. In recent years, the University and campuses have engaged in a number of research activities to evaluate the effectiveness of student services, including academic support programs.

Examples of universitywide efforts are:

a. In 1986 the University implemented a Universitywide Student Longitudinal Data Base, a data retrieval system for tracking undergraduate and graduate students longitudinally throughout their enrollment at the University. Specifically, this data base provides the University with the capacity to examine and compare the persistence, performance, and graduation rates of various student populations, including underrepresented ethnic minorities. It is anticipated that the Universitywide Student Longitudinal Data Base will prove useful in future studies of the effectiveness of the University's academic support programs.

b. A "Student Research Conference" was held in 1987 for professional staff involved in the collection and analysis of data on students and student services. The conference program focused on the role of assessment and evaluation in improving undergraduate education; student retention; and the development of the student longitudinal data base.

c. In response to 1987 supplemental budget language, the University of California, Office of the President sampled student opinion on three campuses (Riverside, Davis, and Los Angeles) regarding factors which may contribute to students taking longer than four years to complete their undergraduate degrees. There was relatively little variation in the perceived need for better advising among ethnic minorities and these same groups experienced less difficulty enrolling in classes required for their majors. While more program evaluation is needed, future studies may show that this finding may be related to the recent universitywide expansion of student services specifically designated for affirmative action students.

Campus Evaluation Efforts

All campuses have student research offices that routinely study issues of interest to campus administrators. These research units regularly assess program effectiveness in meeting the needs of students on campus.

Examples of such evaluation include:

a. In spring 1987, the Office of Student Affairs Research and Information on the Davis campus surveyed students to determine their perceptions of the strengths and weaknesses of advising services offered at UC Davis. Among the study's findings was the fact that Davis students feel positive about the information they receive prior to enrollment and appreciate and use the various sources of academic and career advising on campus.

b. In spring 1987, the Berkeley campus issued a "Task Force Report on Black Student Persistence" which recommended to campus administrators methods for improving Black student retention at Berkeley.

c. UCLA is currently surveying students about the quality of campus life.

5. IMPROVING EDUCATIONAL INFORMATION

5.3 The University of California and the California State University should continue their current efforts to improve and simplify the information they send to high schools and community colleges about the performance of

their former students.

The University of California has prepared and distributed student performance reports for almost fifty years. The reports are sent to both high schools and community colleges, informing them of the first-year academic performance of students who have completed work at their institution and enrolled in the University of California.

The reports chart performance both on a group basis as well as by individual. Among the items contained in the reports are first-year persistence information, grade-point average at UC and at the sending institution, Subject A performance, and standardized test score information.

Recently, representatives of the three segments of higher education and of the State Department of Education met to discuss ways of improving the performance reports. No significant changes were found to be needed in report content, but a variety of changes in format were recommended. A sample of the reports showing the new format is included in Appendix III.

The University is now exploring a variety of new ways of using student performance reports in its programs to assist high schools and community colleges in preparing students for University work.

6. INVOLVING ACCREDITATION

6.2 The chief executive officers of the four postsecondary segments should encourage administrators and faculty members to participate in external review teams of the Western Association of Schools and Colleges and to assist schools in addressing deficiencies identified during the accreditation process.

University of California representatives have participated actively in school accreditation visits since the inception of this process. The Western Association of Schools and Colleges (WASC) selects participants for school visits from lists of names provided to WASC by member institutions.

In recent years, participation of University staff and faculty in school visits has increased considerably, following implementation of the joint accreditation process of WASC and the State Department of Education (SDE). The joint process, which is selected by more and more schools being reviewed for accreditation, calls for curriculum consultants to visit the school prior to the on-site school review conducted by the Visiting Committee.

University faculty and staff participate actively in an

intersegmental advisory group to disseminate information about the joint WASC/SDE process and to encourage their colleagues to volunteer as curriculum consultants.

During the 1987-88 accreditation process, approximately 35 University faculty and staff served on Visiting Committees, and another 50 served as curriculum consultants. The total number of high schools reviewed was 192, of which 129 chose the joint WASC/SDE accreditation process. Several University faculty participate repeatedly in the accreditation process during the course of the year, especially those serving as curriculum consultants.

7. ASSESSING EQUITY EFFORTS

7.2 In addition to reassessing their access, outreach, retention, teacher preparation, and staff development programs as called for in the above recommendations, California's segments of higher education should reassess their academic and student support services and their student affirmative action and equal educational opportunity plans and programs in light of the objective of Assembly Concurrent Resolution 83. By June 30, 1987, the segments through their respective leaders should report their revised or new plans to the California Postsecondary Education Commission. The Commission should then comment on these plans to the Governor, Legislature, and the segments as soon as possible thereafter, but no later than December 31, 1987.

The University has prepared and submitted the mandated report. It is appended to this document as Appendix IV.

CONCLUSION

The University of California has programs already in place which address the concerns raised by the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83. Since all of the recommendations relevant to the University have been implemented, there are no barriers to report. Because implementation of programs has already occurred, there are no legislative or budgetary constraints to implementation to report. The University will continue to evaluate and strengthen its programs where necessary in order to maintain its commitment to educational equity.

APPENDIX I

ASSEMBLY BILL NUMBER 101

Assembly Bill No. 101

CHAPTER 594

An act relating to education.

[Approved by Governor September 12, 1987. Filed with Secretary of State September 14, 1987.]

LEGISLATIVE COUNSEL'S DIGEST

AB 101, Chacon. Education: task force on intersegmental policy: low-income and minority students: college preparedness.

Pursuant to legislative resolution, an intersegmental policy task force was convened to adopt a plan and to make recommendations to strengthen the college preparation of low-income and underrepresented ethnic minority high school students. The task force has submitted its recommendations to the Legislature.

This bill would require that the State Department of Education, the Board of Governors of the California Community Colleges, the Trustees of the California State University, and would request that the Regents of the University of California, report by June 30, 1988, as specified, regarding implementation of the task force's recommendations.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) That California's non-Asian ethnic minorities will comprise nearly half the state's student population by the year 2000.

(b) That California's non-Asian ethnic minorities drop out of the state's public universities at rates approaching 60 percent.

(c) That California's non-Asian ethnic minorities drop out of the state's public high school at rates approaching 40 percent.

(d) That the Legislature passed Assembly Concurrent Resolution 83, Resolution Chapter 68 of the Statutes of 1984, creating the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 to make recommendations to improve minority student high school and college graduation rates.

(e) That the Intersegmental Policy Task Force has submitted its recommendations to the Legislature in the report Expanding Educational Equity in California's Schools and Colleges.

(f) That the Legislature, in order to effectively formulate its own response to the report, requires status reports from each segment of public education on its implementation of its recommendations, including the specification of any impediments to implementation, especially those requiring legislative remedy.

SEC. 2. (a) The State Department of Education, the Board of Governors of the California Community Colleges, and the Trustees of the California State University, are each hereby directed to, and the Regents of the University of California are hereby requested to, report individually by June 30, 1988, on the implementation of the recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83.

(b) The reports shall be filed with the President pro Tempore of the Senate, the Speaker of the Assembly, the chairpersons of the Senate and Assembly education committees, the chairpersons of the Senate and Assembly fiscal subcommittees which consider any of the budgets for any segment of public postsecondary education, the author of Assembly Concurrent Resolution 83 (Resolution Chapter 68, Statutes of 1984), and the California Postsecondary Education Commission.

(c) Each report shall specify in detail each of the following:

(1) The extent to which the reporting segment of public education has implemented each of the task force report recommendations appropriate to it. Discussion of recommendations intended to be implemented in the future shall, for each recommendation, include a plan, timeline, and budget for implementation.

(2) Impediments to implementation of any recommendation appropriate to the reporting segment of public education and either a plan, timeline, and budget for overcoming the impediments or a rationale for the lack thereof.

(3) Identification of any recommendation appropriate to the reporting segment of public education which it intends not to implement, irrespective of impediments or absence thereof, and the rationale for the decision.

(4) New legislation which the reporting segment of public education believes necessary to implement any of the recommendations appropriate to it.

SEC. 3. Within 60 days of the receipt the report of each segment of public education, as required by Section 2, the California Postsecondary Education Commission shall evaluate the contents thereof and report its comments to the Legislature.

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APPENDIX II

UNIVERSITY OF CALIFORNIA

FIRST-YEAR PERFORMANCE REPORTS

DIABLO VALLEY C
CONTRA COSTA COMM COLL DIST

SUMMARY REPORT

11/02/87

CAMPUS	REGULAR ADMITS						SPECIAL ACTION ADMITS					
	TOTAL ENROLLED	#COMPL SPRING	%SUBJECT NOT MET	GRADE POINT AVG			TOTAL ENROLLED	#COMPL SPRING	%SUBJECT NOT MET	GRADE POINT AVG		
				CC	UC	DIFF				CC	UC	DIFF
BERKELEY	95	84	2.1	3.342	2.743	.599	9	6	.0	3.142	2.331	.810
ALL COMMUNITY COLLEGES	671	626	2.5	3.414	2.832	.582	54	40	5.6	3.066	2.488	.578
DAVIS	36	35	2.8	3.121	2.697	.424	5	5	.0	3.180	2.407	.773
ALL COMMUNITY COLLEGES	512	472	4.1	3.264	2.783	.481	90	81	11.1	3.062	2.438	.623
IRVINE	5	5	.0	2.848	2.331	.517	0	0	.0	.000	.000	.000
ALL COMMUNITY COLLEGES	518	462	6.6	3.221	2.896	.325	59	53	15.3	2.735	2.571	.164
LOS ANGELES	23	23	.0	3.305	2.644	.660	2	2	.0	3.454	2.272	1.181
ALL COMMUNITY COLLEGES	726	636	18.7	3.268	2.764	.504	109	89	11.9	3.142	2.524	.618
RIVERSIDE	2	2	.0	3.077	3.338	(.261)	0	0	.0	.000	.000	.000
ALL COMMUNITY COLLEGES	162	140	1.2	3.313	3.015	.298	47	39	4.3	2.851	2.822	.028
SAN DIEGO	12	12	.0	2.800	2.569	.231	4	3	.0	3.073	2.352	.721
ALL COMMUNITY COLLEGES	386	343	9.3	3.174	2.846	.329	61	52	9.8	2.922	2.612	.311
SANTA BARBARA	27	26	3.7	3.119	2.602	.517	2	2	.0	3.000	2.249	.751
ALL COMMUNITY COLLEGES	654	605	7.6	3.126	2.751	.375	142	129	14.1	3.169	2.515	.654
SANTA CRUZ	8	8	.0	3.331	.000	.000	1	1	100.0	2.667	.000	.000
ALL COMMUNITY COLLEGES	332	292	5.1	3.242	.000	.000	50	44	12.0	3.144	.000	.000
TOTAL YOUR COLLEGE	208	195	1.9	3.198	2.680	.518	23	19	4.3	3.163	2.339	.824
TOTAL ALL COLLEGES	3981	3576	7.9	3.245	2.815	.430	612	527	11.3	3.026	2.546	.480

APPENDIX III

UNIVERSITY OF CALIFORNIA
ACADEMIC SUPPORT PROGRAMS
AVAILABLE TO MINORITY AND/OR LOW INCOME STUDENTS

BERKELEY CAMPUS

Supplemental Tutoring
EOP/SAA Peer Counseling Program
Pre-Admission Interview Project
Summer Bridge
EOP/SAA Orientation (CalSO)
Project Identification/Name Exchange
Graduate School Information Day
Career Advising/EOP - SAA
Professional Development Program

DAVIS CAMPUS

General Study Skills/Reading Skills Program
Learning Lab Program
Writing Skills Program
English as a Second Language Program
Science Skills Program
Math Skills Program
Tutoring Program
Special Transitional Enrichment Program (STEP)
EOP/SAA Program
Minority Engineering Program
Engineering: EOP/SAA Counseling
EOP/SAA Information Program
EOP/SAA Office
EOP/SAA Admitted Student Workshop/Reception
College of Letters and Science Tracking and Counseling

IRVINE CAMPUS

Summer Educational Opportunity Program (SEOP)
Tutorial Assistance Program
Program of Academic Support Services (PASS)
PASS Writing 39-A
Learning Skills Center
Math 1A/1B Pre-Calculus Program
Special Services Program
Engineering and Computer Science Educational Laboratory (ECSEL)

Engineering and Computer Science Educational Laboratory (ECSEL)
Success Guidance Workshop
EOP/SAA Orientation
Graduate Studies - Minicourse
Summer Academic Enrichment Program in Social Science
Introduction to Environmental Analysis
Social Ecology Mentor-Mentee Program
Summer Advising Sessions

LOS ANGELES CAMPUS

Transfer Summer Program
Freshman Summer Program
Academic Advancement Program (AAP)
Academic Advancement Program: Outreach Counseling
Academic Advancement Program: Tutorial Services
Academic Resources Center: Tutorials
Academic Resources Center
Orientation Program

RIVERSIDE CAMPUS

Learning Resources Center
EOP/SAA Peer Counseling Program
Tutorial Assistance Program
Summer Bridge/Project Transition
Assistance, Counseling, Encouragement (ACE)
Bear Facts Orientation
English as a Second Language Program
Diagnostic Testing/Advising
Mathematics Program
Study Skills Program
Black Retention Network
Tutoring Services
Black Students Program
Chicano/Latino Student Program
Writing Lab

SAN DIEGO CAMPUS

Office of Academic Support and Instructional Services (OASIS)
Academic Success Program (ASP)
Summer Bridge Program
Before Calculus (BC) Program
Language Program
Reading and Study Skills Center
Satellite Offices
Tutorial Center

Writing Center/Scholar Writing Workshop

SANTA BARBARA CAMPUS

EOP/SAA Special Projects
Graduate Research Mentorship Program
Summer Transitional Enrichment Program (STEP)
Visions Newsletter
Instructional Groups in Mathematics, Science, and Engineering
Peer Counselors Committee
Educational Opportunity Program (EOP) Components
Career Planning Committee
Transitional Enrichment Program
Transfer Program
Program of Intensive English
Tutoring
Instruction Groups in Social Sciences, Humanities, and English
Minority Engineering Program
English as a Second Language
Calculus Enhancement Program

SANTA CRUZ CAMPUS

Writing Center
Learning Assistance
Academic Advisement
Personal Counseling:EOP/SAA Peer Advising Program
Orientation
Summer Bridge
Learning Center
Peer Advising
Discipline-Base Support Group
Socio-Cultural Support Programs
Faculty Mentor Program
Spanish for Spanish Speakers Program
Biomedical Science Resource Program
College Based Programs: Core Courses
College Based Programs: Academic Preceptors and Advisors
College Based Programs: Psychological Counselors
College Based Programs: Peer Advising
College Based Programs: Writing Programs and Tutoring

APPENDIX IV

REPORT ON RECOMMENDATION 7.2

AN ASSESSMENT OF
ACADEMIC AND STUDENT SUPPORT SERVICES
AND STUDENT AFFIRMATIVE ACTION

AN ASSESSMENT OF

ACADEMIC AND STUDENT SUPPORT SERVICES

AND STUDENT AFFIRMATIVE ACTION

IN ACCORDANCE WITH RECOMMENDATION 7.2

RECOMMENDATIONS OF THE INTERSEGMENTAL POLICY TASK FORCE ON ASSEMBLY CONCURRENT RESOLUTION 83

EXPANDING EDUCATIONAL EQUITY IN CALIFORNIA'S SCHOOLS AND COLLEGES

UNIVERSITY OF CALIFORNIA

AUGUST, 1987

A. BACKGROUND

In July of 1984 the California Legislature adopted Assembly Concurrent Resolution (ACR) 83. The intent of ACR 83 was to draw attention to the problems facing high school and college, low-income and ethnic minority youth. The resolution called upon the Regents of the University of California, the Trustees of the California State University, The Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan, which would include specific recommendations for action, to strengthen the college preparation of low-income and underrepresented ethnic minority students. Through the resolution the legislature expresses its expectation that:

1. by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges be at least equal to the composition of secondary school graduates generally,

2. by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities be at least equal to the composition of secondary school graduates in 1990.

An Intersegmental Policy Task Force on ACR 83 was formed to develop the plan, with recommendations, including the identification of priorities for action, the institutions responsible, the resources required, and a mechanism for evaluating the progress of each segment.

The final recommendations, published in comprehensive form in Expanding Educational Equity in California's Schools and Colleges, include seven general action items. Each, in turn, has a series of more specific recommendations. These are:

1. Clarifying school and college responsibilities,

2. Assuring improvement in the public schools,

3. Increasing higher education's services to the schools,

4. Expanding higher education's services to underrepresented students,

5. Improving educational information,

6. Involving accreditation,

7. Assessing equity efforts.

B. UNIVERSITY OF CALIFORNIA UNDERGRADUATE STUDENT AFFIRMATIVE ACTION FIVE YEAR PLANS

Assembly Concurrent Resolution 151 called for the governing authorities of the various institutions of public higher education to prepare a plan to address various forms of underrepresentation in their respective student bodies. In response to this resolution the University of California prepared its first five year plan which guided its activity from 1978 through 1983. A work group was convened in the summer of 1982 to begin work on the next five year plan, to guide activity through 1987-88. Parallel to this ongoing planning activity, ACR 83 was adopted in July of 1984. As did ACR 151, ACR 83 called for a plan, developed for each of the segments, to address underrepresentation in the eligibility pool of high school graduates, and in the pool of university graduates. Therefore, ACR 83 reinforced the need for the University to continue with the outcome analysis and program reviews that go into the development of the five year plans. The plans developed thus far have fully integrated the information and recommendations related to ACR 151 and ACR 83.

The latest five year plan serves to outline the overall direction of the undergraduate student affirmative action (SAA) effort through academic year 1987-88. In addition to the Universitywide plan, each campus developed its own plan, providing the detailed and specific action necessary to achieve Universitywide goals. The plan established goals to increase enrollment and improve graduation rates, and reviewed activity and progress related to the SAA effort.

Since the five year goals were established for 1983-88, the University has started working on a new five year plan for academic years 1988-89 through 1992-93. It is fortunate that the 1986 Eligibility Study will soon be completed, since it is expected that the results will have a significant impact on the new goals. It is projected that the new five year plan will be published and ready for submission well before the start of the 1988-89 academic year.

The new plan will contain the following key elements:

1. identification of target groups,
2. systemwide numerical SAA goals,
3. campus specific goals,
4. two year, as well as five year review periods, and
5. retention and graduation goals.

C. PROGRESS TOWARD THE GOALS OF THE PLAN

1. EARLY OUTREACH PROGRAM: Enlarging the pool of University-eligible underrepresented students.

The University of California's Early Outreach Program has undergone continuous evolution since its inception. It uses an intervention model which attempts to address the various aspects of the eligibility problem of underrepresented minority students by advising and assisting them to prepare for college level work. Because of the low eligibility rates of blacks and Hispanics, special attention is given to reaching these students at an early stage, with outreach efforts beginning in the seventh grade. This allows the opportunity to advise, support, and encourage students to take the proper courses even before they enter high school.

Table 1
1983 ELIGIBILITY RATES
FOR
CALIFORNIA PUBLIC HIGH SCHOOL GRADUATES

Segment	Asians	Blacks	Hispanics	Whites	Total
UC	26.0%	3.6%	4.9%	15.5%	13.2%
CSU	49.0%	10.1%	15.3%	33.5%	29.2%

Source: California Postsecondary Education Commission

Originally an information dissemination and motivational program aimed at preparing participants to be eligible for the University, emphasis of the Early Outreach Program currently is the academic development of participants at a much higher level. Program goals extend beyond enlargement of the pool of University-eligible underrepresented minorities; Early Outreach attempts to help participants prepare to successfully compete academically once enrolled in college.

Each of the University of California campuses works in partnership with the junior and senior high schools within their surrounding communities. Universitywide, the Early Outreach Program served approximately 35,000 students enrolled in more than 500 California schools during the 1985-86 academic year.

Table 2

Number of Students and Schools Serviced by University of California Early Outreach Programs During 1984–85

Program	Campus								
	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC	Total
JHS Partnership									
Students	134	857	955	1,399	535	8,294	242	637	13,053
Schools	27	20	11	54	12	56	11	28	219
HS Partnership									
Students	594	797	784	918*	1,336	5,531	1,177	1,354	12,491
Schools	42	16	8	76	18	33	21	31	245
AEP									
Students	N/A	155	150	N/A	N/A	N/A	242	N/A	547
Schools		17	7				6		30
Total									
Students	728	1,809	1,889	2,317	1,871	13,825	1,661	1,991	26,091
Schools	69	53	26	130	30	89	38	59	494

Source: University of California, Office of the President, Admissions and Outreach files, January 1986.

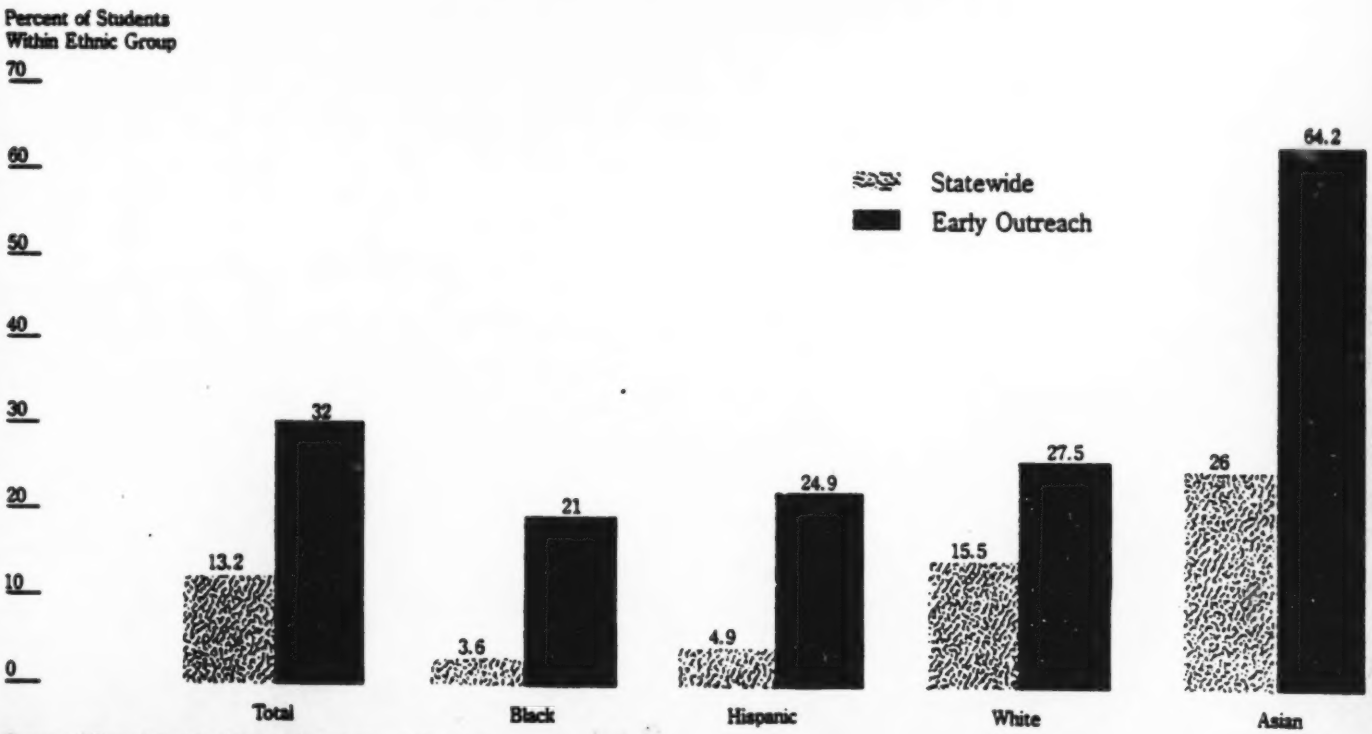
N/A—These campuses do not host the Academic Enrichment Program.

*Estimated total.

In 1986, graduates of the Early Outreach Program achieved University of California eligibility at a rate of 27.7%, compared with the 13.2% general statewide eligibility rate. Each group of Early Outreach participants, when designated by ethnicity, achieved eligibility at a rate considerably higher than their counterparts statewide.

Figure 1

Comparison between 1983 California Postsecondary Education Commission Eligibility Study and 1985 Eligibility Rates for University of California Early Outreach Graduates



Source: Office of the President, Admissions and Outreach.

Eighty-four percent (2,187) of the Early Outreach graduates in 1986 enrolled in a college or university the following fall. Forty-five percent of the graduating class enrolled in the University of California or in the California State University system. This is much greater than the general statewide college-going rate (16.6%) reported by the California Postsecondary Education Commission for students enrolling in the University of California and California State University. An additional 11.3% of the Early Outreach graduates enrolled in four-year institutions other than the University of California or California State University.

Table 3

1984–85 Graduates of Public California High Schools and of Fall 1985 First-Time Freshmen

Segment	Percent	Number	White	Black	Hispanic	Asian	Filipino	American Indian	Sub-total	No Response	Other	Non-Resident Alien
High School	Total	225,448	140,229	18,938	41,938	18,036	4,509	1,803	225,448			
	Percent		62.2	8.4	18.6	8.0	2.0	0.8				
University of California	Total	15,956	9,438	746	1,393	2,976	566	96	15,215	298	250	193
	Percent		62.0	4.9	9.2	19.6	3.7	0.6				
The California State University	Total	21,536	12,836	1,320	2,288	3,036	626	192	20,298	617	474	147
	Percent		63.2	6.5	11.3	15.0	3.1	0.9				
California Community Colleges	Total	76,613	46,378	6,201	11,341	4,985	1,671	1,009	71,585	2,362	1,485	1,181
	Percent		64.8	8.7	15.8	7.0	2.3	1.4				
UC, CSU, CCC	Total	114,105	68,652	8,267	15,022	10,997	2,863	1,297	107,098	3,277	2,209	1,521
	Percent		64.1	7.7	14.0	10.3	2.7	1.2				
Ratio to High School Graduates	Percent	47.5	49.0	43.6	35.8	61.0	63.5	71.9				

Source: California Postsecondary Education Commission.

The Early Outreach Program, as well as similar efforts conducted by the California State University, has been highly successful. However, the number of schools involved in the Program has been relatively small. Recognizing the magnitude of the problem for underrepresented minority students, the University has expanded its efforts to reach increased numbers of these students. Because much of the black and Hispanic populations are centered in the urban areas of California, regional centers have been established in the Los Angeles, San Francisco Bay, and San Diego areas. The Los Angeles area is the focus of concentration since more than 51% of the black and 43% of the Hispanic high school graduates in the state reside in this county.

The expansion of Early Outreach into the three regions has allowed the University to extend services to schools which were unserved or underserved in the past. With this expansion, 45 high schools and 66 junior high schools have been added to the

Program. Each region is served by more than one University of California campus. Collaboration among the campuses adds to the overall success of Early Outreach efforts.

2. **IMMEDIATE OUTREACH: Recruitment and enrollment of underrepresented students.**

In accordance with ACR 151 and ACR 83, the University fully expects that the secondary schools and community colleges will prepare students from underrepresented ethnic groups for the University in greater numbers. As they do, the University is and will be ready to enroll and graduate these students. The University believes this pairing of responsibility is central to the goals of providing equal educational opportunity, maintaining quality, and achieving diversity. Reaching out to the growing pool of academically competitive underrepresented minority students, and providing information with which they can make important educational decisions about their future, is at the heart of the University's Immediate Outreach Program.

Put simply, the job of the Immediate Outreach Program is to work mainly with students in the existing eligibility pool; to identify and interact with students interested in the University, and to enroll those who show the ability to succeed. In this area we believe that the University has done well.

In the six years from 1980 to 1986, the University has shown a 96% increase in the total number of enrolled new SAA freshmen, rising from 2,069 to 4,052. Looking at the SAA admits as a percentage of total admits, in 1980 they made up only 12.1% of the total admits, but in 1986 the percentage was 19.7%. In addition to this numerical growth, there has been positive movement related to the quality of the SAA pool. Highly qualified regular admits account for 83% of the growth over the past 6 years. From 1986 to 1987 alone, there has been a decrease in special action[1] admits of 15% and an increase in regular admits of 22%, with an overall numerical increase of 886.

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1 To be eligible for admission as a Regular Admitted freshman to the University of California, a student must satisfy certain prescribed criteria. Briefly, these criteria include: (a) the Subject Requirement, which entails completion of a specific sequence of courses, also known as the "a-f" requirements; (b) the Scholarship Requirement, which defines the grade point average that must be attained in the "a-f" subjects; and (c) the Examination Requirement, which calls for the completion of one aptitude test (SAT or ACT) and three College Board Achievement Tests. A small percentage of freshmen applicants (6% of freshmen admissions) who have not met the foregoing eligibility standards established by the University are admitted by Special Action. Policies set by the Regents govern the number of students who may be admitted by special action. Special action admission decisions are made by the campuses on an individual basis.

Table 4

UNIVERSITY OF CALIFORNIA
NEW UNDERGRADUATE FRESHMEN ENROLLED WHO ARE CALIFORNIA RESIDENTS
COMPARISON OF 1980 AND 1986

GROWTH WITHIN EACH GROUP

	1980	1986	NUMERICAL INCREASE	PERCENT INCREASE
BLACK	665	1034	369	55.5%
CHICANO	690	1397	707	102.5%
LATINO	272	662	390	143.4%
AMER IND	59	119	60	101.7%
PILIPINO	383	840	457	119.3%
SAA TOTAL	2069	4052	1983	95.8%

GROWTH AS PART OF TOTAL

	1980	1980 PERCENT	1986	1986 PERCENT
BLACK	665	3.9%	1034	5.0%
CHICANO	690	4.0%	1397	6.8%
LATINO	272	1.6%	662	3.2%
AMER IND	59	0.3%	119	0.6%
PILIPINO	383	2.2%	840	4.1%
SAA TOTAL	2069	12.1%	4052	19.7%
OVERALL TOTAL	17079	100.0%	20600	100.0%

SOURCE: Table 1, University of California Application, Admission, and Enrollment Data for First-time Freshmen, California Residents, by Ethnic Identity.

Another measure of success is the degree to which that share of the eligibility pool that enrolls in the University is maximized. Using the eligibility rates established by The 1983 Eligibility Study, and assuming that those rates remained constant for the public high school class of 1986 (15.5% for whites, 3.6% for blacks, and 4.9% for Hispanics), some interesting observations can be made. For example, there were 141,414 white graduates in 1986. Of these 21,919 were eligible for admission to the University. Of the eligible students, 9,004 (41.1%) enrolled. Comparatively, there were 43,556 Hispanic graduates, of whom 2,134 were eligible. Of the eligible Hispanic students, 1,143 (53.6%) enrolled in the following fall term. Finally, of the 18,387 black graduates, 662 achieved eligibility, and 459 (69.3%) of them enrolled in the University. These percentages represent improvements over 1983 when the University enrolled 35.2% of the eligible white students, 31.7% of the eligible Hispanic students, and 44.8% of the eligible black students. Thus, while the number of eligible black and Hispanic graduates remained disproportionately and unacceptably low, the

University has improved its record across the board and does quite well in reaching and enrolling those that are eligible.

3. SAA PERSISTENCE AND GRADUATION

Campus persistence and graduation rates reflect the complex interaction of many factors. Accordingly there is no one-to-one relationship between the rates and a given policy, program, service, or student attribute. We have found that some of the factors affecting these rates include a student's ability to meet campus academic performance requirements, a campus' capacity to respond to the particular needs of each student, a student's reassessment of his or her career goals, and the number of students who transfer to and from other University of California campuses.

The Office of Student Academic Services and Educational Relations, Office of the President, will publish, by January 1988, a comprehensive report on retention and graduation of University of California undergraduate students. Information will be presented by ethnicity and across campuses. The report will examine, separately, the performance of both Regular Admits and Special Action Admits. The focus will be on one- and two-year persistence rates and on graduation rates after five years. Comparisons by absolute number and percent will also be provided.

Data has already been collected, and is in the process of being analyzed. Generally, preliminary examination indicates a greater percentage of students are persisting now than was the case in the past. Also, it appears that most students now are taking more than four years to graduate. This analysis would be consistent with national trends.

D. NEW CONCERNS AND CHALLENGES

1. IMPACTION.

An emerging issue which may impact negatively on the University's student affirmative action effort is that of student impaction. Over the past few years the University of California has experienced dramatic growth in the size and quality of its freshman applicant pool. This increased demand, coupled with the University's current space limitations, have resulted in the denial of admission to specific majors and campuses of many students who meet the published requirements for University admission. While numerous efforts have been implemented to assure a place within the University for all eligible students, it is becoming increasingly difficult to offer choice as the popularity of all of the campuses increases.

Because the University is impacted, increasing enrollment of underrepresented groups decreases the availability of spaces for other groups and causes ill feeling at the schools as well as on the campuses. The problems inherent in "admissions ceilings" have been effectively brought to light by the Asian American Task Force on University Admissions which was created in November 1984. The issue of impaction is currently being addressed, and progress and status reports will be developed in the future. As other critical issues arise, they too will be addressed. The University will continue to maintain and strengthen its commitment to educational equity.

2. SUCCESSFUL RETENTION AND GRADUATION.

Continued success in the development of the eligibility pool and in the recruitment of underrepresented students will increase the number of undergraduates from these backgrounds. The retention and graduation of this growing group of students will continue to demand greater attention, not just from the traditional Educational Opportunity Program and SAA programs, but from the campus as a whole. Renewed attention to the quality of the undergraduate experience will include an emphasis on the experience of minority students.

The University knows that the faculty play the greatest role in undergraduate instruction and therefore have the most impact on the academic development of students. It understands that minority students generally will perform better if they feel faculty genuinely care about their well-being, are sensitive, and are willing to reach out to them when they are in need of added academic help or advising. This is perhaps the most critical issue related to SAA retention and graduation. Campuses are expected to explore ways to increase interaction between SAA students and faculty, to define appropriate types of faculty involvement in programs, and to identify ways to motivate faculty to play a greater role with SAA students.

3. GRADUATE/PROFESSIONAL SCHOOL ENROLLMENT GOALS.

A relatively new programmatic focus pertains to the area of Graduate Affirmative Action. Although there have been impressive increases in the enrollment of minority undergraduates, commensurate results have not been achieved at the graduate school level. Additionally, minority students who do go on to graduate and professional schools tend to congregate the field of education or in the professional fields such as law and medicine, rather than in academic fields which would lead to careers in university teaching and/or scientific research.

Just as pre-college programs have begun to focus on academic achievement beyond the attainment of University eligibility, retention and graduation efforts will stress the attainment of academic success beyond baccalaureate degrees. The University will coordinate its undergraduate and graduate SAA efforts in order to maximize results.

4. DEVELOPING FACULTY AND KEY ADMINISTRATIVE STAFF GOALS.

The University recognizes that a vital element for the continued and increasing success of its SAA outreach and retention programs is the nature of the campus community. This is especially true for the minority student in a new environment with few role models of his or her ethnicity. Concerted efforts to increase the representation of minorities on the faculty and in key administrative staff positions will enhance the quality of campus life for all students.

CONCLUSION

The University of California is proud of its success in the area of student affirmative action. It recognizes, however, that much remains to be done. The development of a new five year plan with new goals is another step forward in the University's progress toward educational equity. Action which will be developed to achieve the University goals will be continually monitored and evaluated. The plan will be considered a "living document" which will address the issues of a changing societal environment. The SAA programs will continue to evolve in order to meet the needs of the changing society.

Report of the Association of Independent California Colleges and Universities

Association of
Independent
California
Colleges and
Universities

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Claremont McKenna College
Cogswell College
College for Developmental Studies
College of Notre Dame
Dominican College of San Rafael
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Marymount Palos Verdes College
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University of the Pacific
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
University of West Los Angeles
West Coast University
Westmont College
Whittier College
Woodbury University
World College West

June 27, 1987

Dr. Penny Edgert
California Postsecondary Education Commission
1020 Twelfth Streeet, Third Floor
Sacramento, CA 95814-3985

Dear Penny:

Enclosed is our response to your request for a report on the status of Educational Equity in the independent sector in accordance with provisions of AB 101 and ACR 83.

Although the format of the attached report does not conform closely with the one you suggested to the segments, I hope you will understand that among the independent colleges and universities, there is no counterpart to the single governing and administrative systems of the public segments, nor any comparable ability to implement a single, "system wide" program. So, we have had to adjust the suggested format to conform with the realities of our sector.

If you have any questions regarding the report, please give me a call.

Sincerely,

William J. Moore
President

encl.

1100 Eleventh Street
Suite 205
Sacramento
California 95814
916 446-7626

A Status Report from The Independent Colleges and Universities In Response to AB 101 and ACR 83 on Expanding Educational Equity in California's Schools and Colleges

1. Introduction

The Association of Independent California Colleges and Universities is pleased to join with the public segments of higher education and the Superintendent of Public Instruction in responding to requests for information arising from AB 101 and ACR 83 regarding educational equity. We are also pleased to participate with the public segments in plans on how to achieve the goals of ACR 83: i.e., to have by 1995 an ethnic and income compostion of baccalaureate degree recipients from California colleges and universities at least equal to the income and ethnic compostion of secondary school graduates in 1990.

It should be understood that AICCU is a voluntary grouping of regionally accredited, non profit, degree granting, independent institutions and is not a systemwide governing body as are its counterparts in the public sector. Accordingly, the Association has no authority among its member institutions to issue rules or require conformity to certain procedures. Rather, its role in such matters as this is to provide information on public policy to member institutions and collect information from them for the state. In addition it brings to the attention of all member insitutions the particularly exemplary achievements some of them have enjoyed in various efforts to expand educational equity.

2. The Status of Educational Equity in the Independent Sector

The ten years between 1976 and 1986 saw the percentage of white students enrolled at California's independent colleges and universities as full-time undergraduates decline almost every year. During this period, the number of Hispanics and Asians enrolled as full-time undergraduates at California's independent institutions increased by 89%. Unfortunately, the number of Black full-time undergraduates declined by 3.5% over this period, despite special efforts by the admissions offices of most indpendent institutions to recruit Black and other historically underrepresented students. The table in attachment 1 shows changes in ethnic and racial composition by percentage among full-time undergraduates at California's independent institutions over the most recent decade for which data are available.

Although we regard the changing ethnic and racial composition of independent institutions as a sign of progress in our efforts to achieve greater student diversity and assure equal opportunity for historically underrepresented groups, clearly the challenges remaining to be met are substantial.

AICCU Response to AB 101
Table 1

			Full-Time Undergraduates at Independent Colleges and Universities								
	Full Time U.S. Citizen										
Year	U.G. Enrollments	Hispanic #	Hispanic %	Black #	Black %	Asian #	Asian %	Am. Indians #	Am. Ind. %	White #	White %
1975	63917	3,567	5.6%	4,374	6.8%	3686	5.8%	402	0.6%	51890	81.2%
1976	64294	3,885	6.0%	4,353	6.8%	4111	6.4%	331	0.5%	51615	80.3%
1977	65946	4,156	6.3%	4,329	6.6%	4541	6.9%	479	0.7%	52441	79.5%
1978	68715	4,491	6.5%	4,640	6.8%	4813	7.0%	422	0.6%	54350	79.1%
1979	70010	4,954	7.1%	4,691	6.7%	5208	7.4%	423	0.6%	54772	78.2%
1980	71587	4,997	7.0%	4,799	6.7%	5152	7.2%	515	0.7%	56124	78.4%
1981	72470	5,188	7.2%	4,748	6.6%	5642	7.8%	544	0.8%	56341	77.7%
1982	71209	5,233	7.3%	4,786	6.7%	6086	8.5%	618	0.9%	54487	76.5%
1983	71582	5,400	7.5%	5,051	7.1%	6277	8.8%	628	0.9%	54277	75.8%
1984	73809	5,817	7.9%	4,976	6.7%	6882	9.3%	605	0.8%	55529	75.2%
1985	76027	6,310	8.3%	4,561	6.0%	7454	9.8%	323	0.4%	57379	75.5%
1986	74185	5,981	8.1%	4,222	5.7%	7730	10.4%	336	0.5%	55839	75.3%
1987	73478	6,006	8.2%	3,913	5.3%	8,117	11.0%	363	0.5%	55078	75.0%
Sources: AICCU Counselor's Directories, IPEDS Enrollment Reports											

Since federal and state student grant-aid programs have declined sharply in realtion to rising tuition costs since 1982, it is a testament to the commitment that independent institutions have to educational equity that they have been able to increase the overall enrollment of underrepresented students. The independents have done this by dramatically increasing their outlays for financial grant aid from institutional resources since 1978-79. Attachment 2 charts the increase in institutional aid to students during this time period.

3. Activities and Programs in Pursuit of Educational Equity

In order to recruit and retain academically qualified students from under-represented backgrounds, California's independent colleges and universities have engaged in a number of special activities to help these students enjoy the benefits available in the private sector of higher education. Among the most successful of these ventures are the following:

1) Admissions outreach activities especially designed for under-represented students.

2) Residential housing opportunities, small classes, and programs which actively involve students in campus life.

3) Orientation and adjustment activities for all new students, creating a positive atmosphere for transition from home to college.

4) Specially tailored financial aid packages for individual students.

5) A safety net of academic assistance programs, ranging in type from peer counseling to mentorships with senior faculty members.

6) Academic advising and career planning keyed to students' interests and ambitions.

An important result of these efforts is that independent colleges and universities have achieved retention and graduation rates for Black and Hispanic students essentially the same as for whites.

Among the exemplary outreach efforts in the independent sector are the following:

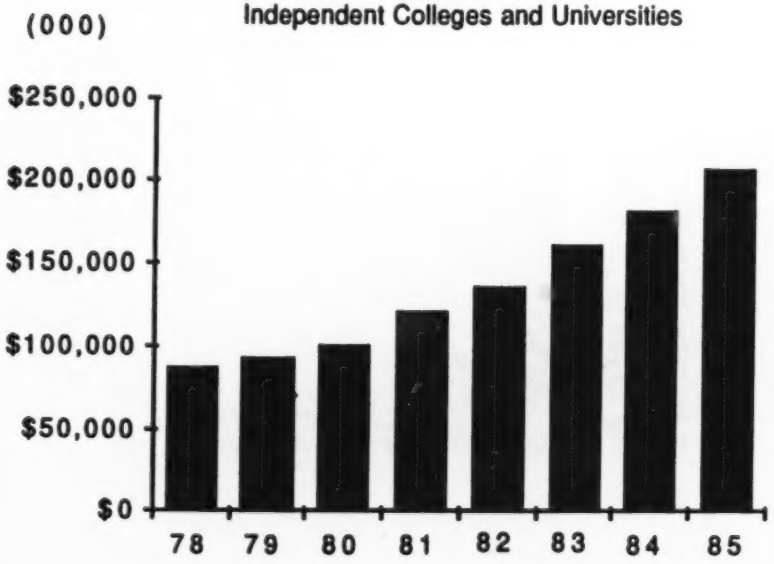
• Mt. St. Mary's College College with two campuses in Los Angeles maintains an under-represented student population exceeding half of its total undergraduate population. Hispanics amount to 32.2 percent of the institution's enrollment, while Asians and Blacks amount to 11.7 and 9.5 percent respectively.

• Whittier College recently sought and recieved a major, multiyear grant from the Education of the Americas Foundation for special training and recruitment of minority students on the Whittier College campus.

AICCU Response to AB 101

Table/Chart 2

Institutional Finanical Aid Expenditures
1978-79 - 1985-86 at California's
Independent Colleges and Universities



• Mills College recently was granted $76,000 from the Koret Foundation of San Francisco for an innovative program which seeks to train specially-admitted, underpreprared students during the summer in order to prepare them for regular course work during the academic year.

• Attached are sample information pieces produced by Stanford, U.S.C., and the Claremont Colleges for recruitment of underrepresented students. These materials are illustrative of special efforts which independent institutions make in order to achieve greater student diversity.

4. Impediments to the Achievement of Educational Equity

For California's independent colleges and universities there is one overriding imperative regarding the achievement of educational equity: Because the vast majority of underrepresented students require financial aid, very great increases in financial grant aid must be funded in order to make it possible for these students to have the choice of higher education at an independent institution. Without such funding increases, the percentage of underrepresented students enrolled in independent institutions will decline. And the sad truth is that, in constant dollars, state funding of the one program designed to enable needy, qualified students to choose and independent institution—the Cal Grant A maximum award—rather than increasing, has been in almost steady decline.

The only prolonged, real increases in funding of student grant aid has come from the independent institutions themselves. Unfortunately, their ability to sustain these increases is now in question. California's independent colleges and universities in 1987-88 spent more than 3.5 times as much money from their own funds on need-based, grant aid to students than they received in Cal Grant funds: in 1987-88 they awarded $245 million in institutional grants to students, compared with $67.6 million received in Student Aid Commission funds. Indeed, that $245 million stands in contrast with the nearly $140 million which the state of California distributed through Student Aid Commission programs to students in the UC, CSU, and Independent segments combined in 1987-88. So, the commitment of independent institutions to equity and access in the independent sector is clear. It is the state's commitment which is sadly lacking.

It is to be hoped that recommendations from the Master Plan Commission and the Joint Legislative Committee regarding the independent colleges and universities will soon produce changes in state policy. So far, however, policy decisions have not tracked at all well with Master Plan recommendations regarding student aid. The realities of the 1987-88 and 1988-89 state budgets are instructive in this regard. In 1987-88, the first year after the Commission made its recommendation to virtually double the Cal Grant maximum award, that award fell 4% further behind the CPI and 9% further behind average tuition costs in the independent sector (and, ironically, for most independents, institutional financial aid is the fastest rising cost in their budgets). Then,

some four weeks following issuance of the Joint Committee's Draft Report on June 3, which supported the Commissions's recommendation on the maximum award, policy makers set the Cal Grant maximum in the 1988-89 State Budget at $4577—resulting in the loss of another .5% to the CPI and another 2.5% to average tuition increases in the independent sector. That means a 4.5% loss to general inflation and 11.5% to tuition costs in two years. This decision also means that in 1988-89 the Cal Grant maximum award will purchase about 48% of average independent sector tuition, compared with 52% in 1984-85 and 56% in 1982-83 (and 100% in 1970-71). This sharp contradiction between actual state policy on Cal Grants over the last two years, and Cal Grant policy recommendations in the two Master Plan review reports does not augur well for the capability of the independents to achieve the state's educational equity targets. Indeed, under these conditions, the prospect is unfortunately quite remote that the independent colleges and universities will be able to achieve these goals.

AICCU
6/30/88

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of early 1989, the Commissioners representing the general public are:

Mim Andelson, Los Angeles
C. Thomas Dean, Long Beach
Henry Der, San Francisco
Seymour M. Farber, M.D., San Francisco
Helen Z. Hansen, Long Beach
Lowell J. Paige, El Macero; *Vice Chair*
Cruz Reynoso, Los Angeles
Sharon N. Skog, Palo Alto; *Chair*
Stephen P. Teale, M.D., Modesto

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California

Claudia H. Hampton, Los Angeles; appointed by the Trustees of the California State University

Borgny Baird, Long Beach; appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions

Armen Sarafian, Pasadena; appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo; appointed by California's independent colleges and universities

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request prior to the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

TOWARD EDUCATIONAL EQUITY

California Postsecondary Education Commission Report 89-3

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

88-32 A Comprehensive Student Information System, by John G. Harrison: A Report Prepared for the California Postsecondary Education Commission by the Wyndgate Group, Ltd. (September 1988)

88-33 Appropriations in the 1988-89 State Budget for the Public Segments of Higher Education: A Staff Report to the California Postsecondary Education Commission (September 1988)

88-34 Legislation Affecting Higher Education Enacted During the 1987-88 Session: A Staff Report to the California Postsecondary Education Commission (October 1988)

88-35 Meeting California's Adult Education Needs: Recommendations to the Legislature in Response to Supplemental Language in the 1988 Budget Act (October 1988)

88-36 Implementing a Comprehensive Student Information System in California: A Recommended Plan of Action (October 1988)

88-37 Proposed Establishment of San Jose State University's Tri-County Center in Salinas: A Report to the Governor and Legislature in Response to a Request by the California State University for Funds to Create an Off-Campus Center to Serve Monterey, San Benito, and Santa Cruz Counties (October 1988)

88-38 Progress in Implementing the Recommendations of the Commission's 1987 Report on Strengthening Transfer and Articulation: A Staff Report to the California Postsecondary Education Commission (October 1988)

88-39 Proposition 98 -- The Classroom Instruction Improvement and Accountability Act: A Staff Analysis for the California Postsecondary Education Commission (October 1988)

88-40 The Fourth Segment: Accredited Independent Postsecondary Education in California. The Fifth in a Series of Reports on the Financial Condition of California's Regionally Accredited Independent Colleges and Universities (December 1988)

88-41 Beyond Assessment: Enhancing the Learning and Development of California's Changing Student Population. A Report in Response to the Higher Education Talent Development Act of 1987 (Assembly Bill 2016; Chapter 1296, Statutes of 1987) (December 1988)

88-42 The Role of the Commission in Achieving Educational Equity: A Declaration of Policy (December 1988)

88-43 Education Needs of California Firms for Trade in Pacific Rim Markets: A Staff Report to the California Postsecondary Education Commission (December 1988)

88-44 Progress on the Development of a Policy for Revenue Collected by the California State University Through Concurrent Enrollment: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act (December 1988)

88-45 Prepaid College Tuition and Savings Bond Programs: A Staff Report to the California Postsecondary Education Commission (December 1988)

89-1 Legislative Priorities for the Commission, 1989: A Report of the California Postsecondary Education Commission (January 1989)

89-2 The Twentieth Campus: An Analysis of the California State University's Proposal to Establish a Full-Service Campus in the City of San Marcos in Northern San Diego County (January 1989)

89-3 Toward Educational Equity: Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984: A Report to the Legislature in Response to Assembly Bill 101 (Chapter 574, Statutes of 1987) (January 1989)

89-4 The Effectiveness of the Mathematics, Engineering, Science Achievement (MESA) Program's Administrative and Policy-Making Processes: A Report to the Legislature in Response to Assembly Bill 610 (1985) (January 1989)

89-5 Comments on the Community Colleges' Study of Students with Learning Disabilities: A Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (January 1989)

89-6 Prospects for Postsecondary Enrollment to 2005: Report of the Executive Director to the California Postsecondary Education Commission, January 23, 1989 (January 1989)